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ABSTRACT

Youth from rural areas of the country need to learn about themselves, their work opportunities, and careers available to them. The National Rural Career Guidance Communication Network was designed and implemented to provide assistance to teachers, counselors, and administrators desirous of implementing or improving rural career guidance and counseling programs in their schools. The 70 exemplary programs in this directory were compiled by making direct requests for recommendations to: state directors of vocational education, career education, or guidance; counselor educators; intermediate agencies; and various other organizations with a rural and/or vocational education interest. Programs are listed by state in alphabetical order; included in the listings are contact persons, brief program descriptions, audiences, types of people involved, primary events and activities, facilities, materials, program costs, funding sources, and information related to publicity and observational requirements. An index provides references to programs with special emphasis. For programs with identical titles, distinction is made by adding the locality to the program title. All geographic regions of the United States are represented; programs are from high schools, school districts, state departments of education, and intermediate administrative units. (BB)

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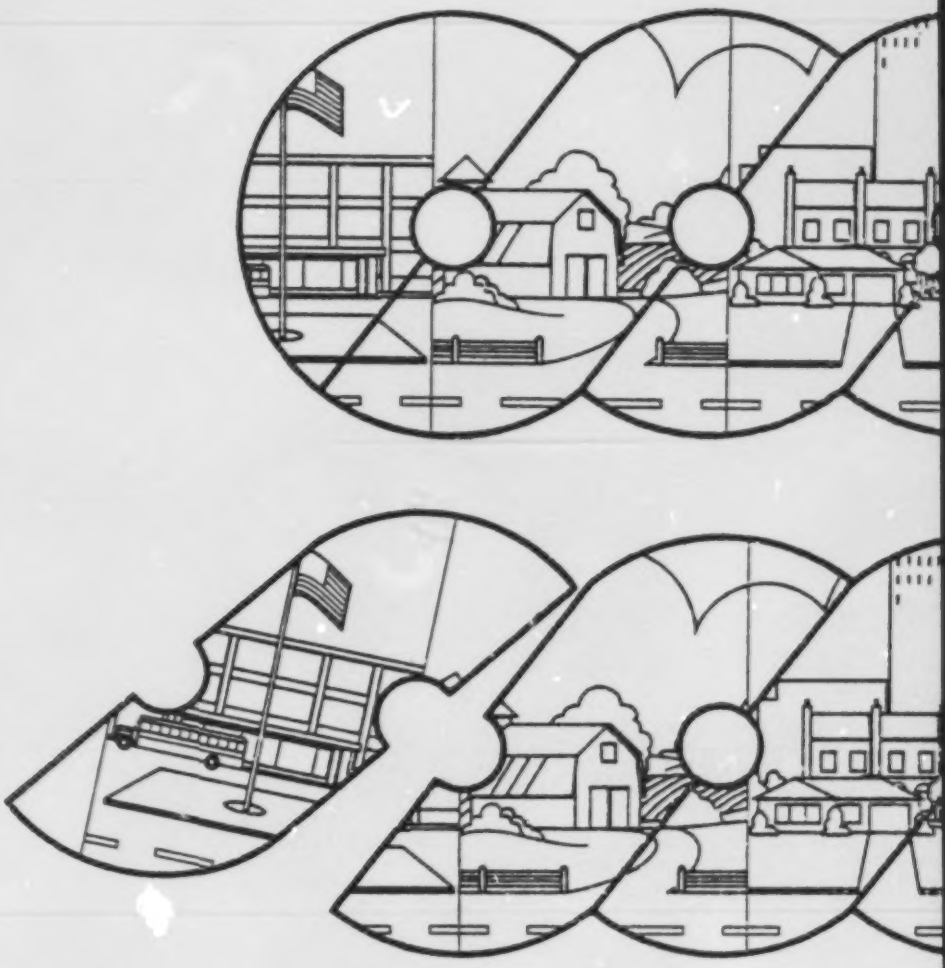

NATIONAL CAREER GUIDANCE COMMUNICATION NETWORK FOR RURAL AND SMALL SCHOOLS

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EXEMPLARY CAREER GUIDANCE PROGRAMS

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ERIC/CRESS
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1978

FOREWORD

Although statistics indicate a continual decrease in population of rural areas in the United States, by most definitions of "rural," over fifty million Americans are still living in a rural setting. Traditionally, programs for public schools have been designed for the majority segment of students in our society. This has especially been the case with programs related to career guidance. However, youth from rural areas of the country have as much need as urban youth to learn about themselves, work opportunities, and available careers.

The National Rural Career Guidance Communication Network was designed and implemented for the purpose of providing assistance to educators attempting to fill this need on the part of rural youth. This directory, a product of The Network's effort, was designed to provide information to teachers, counselors, and administrators desirous of implementing or to improving rural career guidance and counseling programs in their schools.

Everett D. Edington, Director
ERIC/CRESS

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INTRODUCTION

In 1977, the National Center for Research in Vocational Education at The Ohio State University conducted a survey to determine if rural and small school personnel perceived a need to learn more about available career guidance materials, resources, and services. The survey findings indicated a very favorable attitude on the part of rural and small school personnel towards the establishment of a national network to provide guidance information upon request. Subsequently, the United States Office of Education/Bureau of Occupational and Adult Education extended separate grants to the National Center for Research in Vocational Education, ERIC/CRESS, and the Far West Laboratory for Educational Research and Development to facilitate the formation of a consortium for the purpose of conducting a fifteen-month project in which a variety of communication services were to be tested and made available to school personnel. One result of the project's effort is this directory, *Exemplary Career Guidance Programs.*

This program directory has been designed to provide counselors, teachers, and administrators with a quick reference system to exemplary career guidance programs. In addition to program abstracts, the directory describes localities, contact persons, audiences, types of people involved, primary events and activities, facilities, materials, program costs, funding sources, and information relating to publicity and observational requirements.

The exemplary programs appearing in this publication were compiled by making direct requests for recommendations from state directors of vocational education, state directors of career education, state directors of guidance, counselor educators, and intermediate agencies. In addition, programs were gleaned from the National Center for Research in Vocational Education's files, schools making direct contact with ERIC/CRESS and Far West Laboratory, the *Rural Connection Newsletter*, and various nationwide conferences. As a result of these initiatives and contacts, a total of 70 programs were identified as exemplary. This is not to infer, however, that this is an exhaustive list of outstanding programs. The directory includes only those that we have been able to identify given the limitations of time and funds allocated to this portion of the Network's effort.

Programs identified as outstanding by one of the above mentioned sources were contacted as many as three times to gather program information and to solicit their approval for inclusion in the directory. Parallel items of information, such as cost of program, funding source, and so forth, were requested for each program. Missing items may reflect omissions by that project's personnel or they could indicate that those components were not considered part of their program. In some cases, program directors whose programs were recommended elected not to participate. Others that were identified earlier were subsequently discontinued for such reasons as expiration of contracts, lack of funds, and so forth.

Programs are listed by state in alphabetical order. Additionally, references to programs with special emphasis are provided by the indices. Where programs appear with identical titles, distinction is made by adding the locality to the program title. The descriptors used are taken from the Thesaurus of ERIC Descriptors.

EXEMPLARY
PROGRAM
DESCRIPTIONS

page 2 blank.

STATE: Arizona

CONTACT PERSON: Ruth M. Wicks

NAME OF PROGRAM: Career Development

Address: P.O. Box 248
Cottonwood, Arizona 86326

DESCRIPTORS: Careers, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

School: Mingus Union High School

Telephone: (602) 634-7531

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 9-12

2. **Brief Description:**

In order to increase students' awareness of school and community services available to them for assistance in such areas as testing, career and job planning, a short presentation is given to the students during English classes at varied intervals during the year. Discussion centers around the availability and proper utilization of these services.

Additional sessions are scheduled for the fall and spring of the senior year (i.e., College Days, Armed Services Day) in order to delve into those areas of career opportunity more thoroughly.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
English class sessions
College Days
Armed Services Day

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

Page of blank

STATE: Arizona

CONTACT PERSON: Carole M. Boger
High School Counselor

NAME OF PROGRAM: Career Education

Address: 9th & Main Streets
Eloy, Arizona 85321

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Santa Cruz Valley Union High School

Telephone: (602) 466-7391

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 10-12

2. **Brief Description:**

Santa Cruz Valley Union High School is making an effort to integrate career education throughout their curriculum by implementing seven Career Exploration Classes in the following areas: (1) Agricultural Careers; (2) Business and Typing Careers; (3) Construction and Building Trades Careers; (4) Drafting, Electricity and Electronics; (5) Health and Medical Careers; (6) Home Economics, Food Service, Textiles and Tailoring Careers; and (7) Transportation Careers.

In addition, a Career Media Center has been established for use by students in grades 9-12 and the Senior Career Day has become an important part of their effort to make students aware of career opportunities.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Seven Career Exploration classes; Senior Career Day

5. **Facilities:**

Career Media Center

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Arizona

CONTACT PERSON: Michael D. Roggero, Counselor

NAME OF PROGRAM: Career Education

Address: P.O. Box 1927
Page, Arizona 86040

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

School: Page High School

Telephone: (602) 645-8801

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** High school

2. **Brief Description:**

Career Education at Page High School has three components: the Job Hut, the Diversified Occupations Program, and the Home Economics Related Occupations Program. The Job Hut houses all of the high school's Career Education material and is available to students during lunch hour, before and after school, and during activity hour. The Diversified Occupations program is designed to prepare students for the world of work. Participants have the opportunity to investigate a variety of careers through guest speakers, field trips, interviews, and visits to the Job Hut. The Home Economics Related Occupations (HERO) program is designed for upperclassmen that have completed (or are currently enrolled in) at least one other home economics course. To earn credit for related work experience, the student must average a minimum of eight hours per week on the job and satisfactorily complete job duties as determined jointly by the employer and HERO coordinator. The purpose of the work experience is to provide on the job training and exposure before graduation from high school.

3. **People Directly Involved:**

STUDENTS:_____ TEACHERS:_____ AIDES:_____

COUNSELORS:_____ SPECIALISTS:_____ ADMINISTRATORS:_____

OTHER (Specify)_____

4. **Primary Events and Activities:** Job Hut
Diversified Occupations Program
HERO Program

5. **Facilities**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Colorado

NAME OF PROGRAM: Career Development Mobile Unit

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Community College, Occupations, Occupational Choice, Rural Schools, Vocational Counseling, Vocational Interests

CONTACT PERSON: Nellie R. McCool

Address: 207 State Services Building
1525 Sherman Street
Denver, Colorado 80203

School:

Telephone: (303) 839-3071
(303) 839-3151

PROGRAM INFORMATION:

1. **Audience:** Teachers, Students **Grade Level:** 8-10

2. **Brief Description:**

The Colorado State Board for Community Colleges and Occupational Education, Otero Junior College, and the Four Corners Regional Commission, jointly purchased a custom-built van for the purpose of bringing vocational guidance services to schools and areas where these services were not otherwise available. The van, equipped with 15 study carrells and storage space for films and other resource materials, tours the state with a vocational guidance specialist and a vocational guidance teacher as an assistant. A three hour mini course has been designed to be taught primarily to students in grades 8-10. In addition to serving as a mobile resource center, it renders supportive and supplementary services to school staff.

For participating students the program has provided the following opportunities: (1) Self-awareness—a correlation of interests, aptitudes, and attitudes; (2) Career Exploration—through the use of the "Occupational Exploration Kit" produced by Science Research Associates; and (3) Occupational Outlooks—specific information on select jobs (training, licenses, availability, salary, etc.).

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** State-wide tours

5. **Facilities:**

Mobile unit, library, micro-film facilities

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Nellie R. McCool

11. **Is a brochure or other printed material available?** Yes

STATE: Florida

CONTACT PERSON: Albert Thomas, Jr.

NAME OF PROGRAM: "I Believe in Kids"

Address: P.O. Box 499
Monticello, Florida 32344

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Rural Education, Vocational Counseling, and Vocational Interests

School:

Telephone:

PROGRAM INFORMATION:

1. **Audience:** K-12 Students, Parents, Teachers, Administrators **Grade Level:** K-12

2. **Brief Description:**

"I Believe in Kids" (IBK) was a Career Education Development Project (federally funded project No. 554AH70679) whose purpose was to develop the following for career education: (1) strong community involvement and dissemination practices, (2) improved educator involvement, (3) improved learner outcomes, and (4) effective practices. To achieve those objectives, a series of educational seminars for interested parents and citizens was conducted during the early fall months of 1977. The seminars covered a wide variety of topics which included a description of the goals and activities for 1977-78, identification of ways that parents can assist their children at home and of ways the parents can assist the schools. Community school volunteer groups were formed as a result of these seminars.

The project also endeavored to create opportunities for business/labor community representatives to actively participate in the schools by inviting them to participate in the above mentioned seminars, and by re-informing business/labor representatives of ways in which they can assist the schools and by inviting suggestions from them. Educators were strongly encouraged to utilize the services of business/labor representatives in their instructional activities.

Other project activities included individual conferences with prospective educators by IBK staff members and testimony from educators already committed to career education. Following extensive in-service training of K-12 teachers and counselors during August, September, October, and November of 1977, activities were implemented in the classroom that emphasized self-awareness, educational achievement, good work habits, work seeking and work getting skills, and decision making skills. Teaching strategies involved curriculum infusion, field trips, role playing, large and small group counseling, resource speakers, and activity based instructional materials.

3. **People Directly Involved:**

STUDENTS: 2375 TEACHERS: 130 AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: 9

OTHER (Specify) Parents—350

4. **Primary Events and Activities:** Seminars, In-service education, Classroom educational activities, Evaluation

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** Contract Award Career Education Funds 1977-78 $65,769.00

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** A description handbook, "IBK K-12 Career Education Model," is available on a cost recovery basis.

STATE: Georgia

CONTACT PERSON: Gary Walker

NAME OF PROGRAM: Community Based Career Education

Address: 504 Georgia Avenue
Bremen, Georgia 30110

School: Bremen Public Schools

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Job Search Methods, Occupations, Occupational Choice, Occupational Guidance, Rural Schools, Vocational Counseling, and Vocational Interests

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 10-12

2. **Brief Description:**

Community Based Career Exploration, adapted from the Appalachia Educational Laboratory's model for Experience Based Career Education, is designed to offer participants an opportunity to learn more about themselves and the world of work. The Bremen model involves students of varied levels of ability and endeavors to give purpose to other academic programs. Participation is limited to students 16 or older.

CBCE contains both academic and career elements. Academically, it offers students an alternative to traditional classroom learning by placing students on CBCE Independent Study. The traditional curriculum then becomes highly individualized, thus facilitating the acquisition of academic concepts through experiences in the world of work. The career element allows students to go directly to work sites where they gather information through observation and direct involvement.

Bremen has three plans from which participants choose. Plan A allows students to spend three hours each day at a work site and the remainder of the day in regular high school classes. Plan B involves students in CBCE for three or more periods with or without independent study. Plan C allows the student to be on a work site for the entire school day while academic credit is earned through EBCE Independent Study.

CBCE begins with an orientation session in which those students selected as participants are given a series of interest, temperament, aptitude and occupational tests. Using test results, students plot their characteristics on matrix that relates this information to the 114 worker traits defined in the D.O.T. They are then counseled as to the worker trait groups they should explore. The student and coordinator review the work sites available and select those to be observed. Participants spend a minimum of three weeks per site and may observe as many as four sites per quarter.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** On site job experience
Conferences with Learning Coordinator
Independent study

5. **Facilities:**

Housed in community work sites with a rotating basis of every three weeks.

6. **Materials:**

7. **Cost of Program:** less than $1,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1 day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Georgia

NAME OF PROGRAM: Comprehensive Career Education Demonstration/Training Center

DESCRIPTORS: Careers, Career Education, Career Exploration, Inservice Training, Guidance Counseling, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

CONTACT PERSON: Dr. J. Vann Sikes

Address: P.O. Box 729
Cordele, Georgia 31015

School: Crisp County School System

Telephone: (912) 273-1611

PROGRAM INFORMATION:

1. **Audience:** All Students **Grade Level:** K-12

2. **Brief Description:**

The Crisp County program is a comprehensive career education program designed to infuse career education concepts into all subject areas, grades K-12. The pilot program was based on five major goals: Self Awareness, Career Awareness, Decision Making, Career Preparation and Placement (Educational and/or Occupational). In 1976, the project was funded to serve as demonstration/training center for career education. During 1976-77, the project identified and adopted a Texas program that had a well developed and practical approach for fusing career education concepts into the curriculum. The Texas materials provide a scope and sequence of career education goals and objectives for each grade level (K-12) and for each subject matter area. Other components of this Career Education Learning System include an administrator's implementation guide, a career education workshop teacher's guide, workshop participant's guide and samples of teacher-developed infused curriculum models.

3. **People Directly Involved:**

STUDENTS: All TEACHERS: All AIDES: All

COUNSELORS: All SPECIALISTS: All ADMINISTRATORS: All

OTHER (Specify) _____

4. **Primary Events and Activities:** Career Education Infusion Activities
Field Trips to On-Job-Sites
Resource People from the Community

5. **Facilities:**

No special facilities are needed to implement the program.

6. **Materials:**

The Career Education Learning System (a management system developed by the Texas project), which is described in the brochure.

7. **Cost of Program:** Costs will vary according to the degree of implementation and locations of the adaptor. Each workshop participant will need a *Matrix of Basic Learner Outcomes for Career Education* ($3.25 each) each) and a Participant's Guide ($4.00 each). The cost of staff development will include consultant fees of $150.00 per day plus travel and lodging expenses. Costs of substitutes for teachers participating in workshops will vary at different adopter sites.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One day or two at the most

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Dr. J. Vann Sikes, Project Director; Mrs. Betty Hornyak, Career Ed. Coord.; Mrs. Sue Royal, Career Ed. Coord.

11. **Is a brochure or other printed material available?** Yes

STATE: Georgia

CONTACT PERSON: Betty Davis

NAME OF PROGRAM: Georgia Comprehensive Career Guidance Program (Terrell County)

Address: P.O. Box 469
Terrell Junior High
Dawson, Georgia 31742

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

School: Terrell Junior High School

Telephone: (912) 995-2795

PROGRAM INFORMATION:

1. **Audience:** Junior High and Senior High Faculty and Student Body **Grade Level:** 7-12

2. **Brief Description:**

The objectives and activities of the Georgia Comprehensive Career Guidance Program of Terrell County are:

a. Assessment of student needs in the area of guidance. The Georgia Card Sort is used to identify student needs. One hundred percent of the faculty and 10 percent of the student body were surveyed.
b. Identification of specific objectives to meet critical student needs. Guidance Faculty committee specify student objectives.
c. Identification of strategies to accomplish specific objectives. Small groups are led by counselor to test activities to be used by teachers in infusion in the classroom.
d. Development of evaluative criteria.
e. Identification of staff attitudes and competencies. Areas of emphasis identified were and are: Interpersonal Skills, Management and Use of Resources, Group Dynamics, Evaluation Skills, Team Approaches.
f. Identification and planning of appropriate staff development activities. Released time and after school time are utilized for staff development.

3. **People Directly Involved:**
STUDENTS: 1153 TEACHERS: 60 AIDES: 6
COUNSELORS: 3 SPECIALISTS: 3 ADMINISTRATORS: 5
OTHER (Specify) _____

4. **Primary Events and Activities:** Infusion of Career Guidance Activities into curriculums, Career Resource Center, Staff Development.

5. **Facilities:**
High school level—1 room is set aside especially for resource center; junior high level—resource center is in the library. Junior high and senior high resource centers have card catalogs listing materials in centers. High school center has a full time paraprofessional to staff center.

6. **Materials:**
Career guidance materials ranging from self-awareness and values clarification to specific occupational information.

7. **Cost of Program:** Initially program cost $30,000. During 1978-79 school year the program will have a $5,000 budget. Each year the budget decreased.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1 day

10. **Could someone in your district make a good presentation describing this program? If so, who?**
Counselor, Terrell High School, phone (912) 995-4060.

11. **Is a brochure or other printed material available?** No

STATE: Georgia

CONTACT PERSON: Mrs. Mimi Jo Butler

NAME OF PROGRAM: Comprehensive Career Guidance Program

Address: Etowah High School
Route No. 3
Putnam Mill Road
Woodstock, Georgia 30188

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, In-service Teacher Education, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Etowah High School

Telephone: (404) 926-1109

PROGRAM INFORMATION:

1. **Audience:** Students, Staff **Grade Level:** 1-12

2. **Brief Description:**

The Cherokee County Comprehensive Career Guidance Program is a curriculum-based program for grades 1-12. The program is based on the assessed needs of students and teachers in the areas of interpersonal effectiveness, work, and life skills, and life career planning. Infusion of goals into all academic content areas enables the student to progress through a developmental program of career development. A sequential skills list provides an additional management instrument as the teachers monitor, evaluate, and report competencies obtained. An on-going staff development program provides teachers with needed expertise to implement the program goals.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** In-service training
Career Education infusion

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Georgia

CONTACT PERSON: Mrs. Marie Madray

NAME OF PROGRAM: Wayne County Career Guidance Project

Address: P.O. Box 267
Jesup, Georgia 31545

School: Wayne County High School

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, In-service Teacher Education

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Staff, Students **Grade Level:** 7-12 and K-12

2. **Brief Description:**

Based upon the results of staff development activities and needs assessment in addition to extensive analysis of standardized test results and of data from projective, descriptive, and follow-up surveys, an informed career guidance committee assessed and described career guidance needs at Wayne County High School and acted to remediate existing problems. This involved an effort to introduce career guidance as an integral and planned part of each student's educational program through various curricular changes, innovations, and activities.

The following career guidance courses and activities were developed and implemented: Everyday Law, a course designed to familiarize students with materials, procedures, and persons involved in real banking, contracts, credit, insurance and home owning; Sales, a course organized to give students experiences in human relations activities and to develop pre-employment skills; Careers, a course designed to help prepare students for the world of work; a course for gifted students in which LCDS modules were utilized; Career Day experiences merging student, faculty and community involvement; Career Exploration in Allied Health utilize audiovisual aids, scholarship personnel, and shadowing techniques; and a localized Look Into Post-Secondary Education (LIPE) activity utilizing area post-secondary personnel to encourage and assist high school students in making educational plans.

WCHS has also established a "Career Guidance Center" to organize, store and disseminate new materials and those already available at the school. An Outreach Counselor works with dropouts, those students with poor attendance, and also provides professional guidance for students who are in the early leaver category in academics, vocational and personal areas.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Staff development and needs assessment
Development of Career Education courses
Development of a Career Guidance center
Outreach program

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** 1st year, $10,000; 2nd year, $10,000; 3rd year, $10,000 for the K-12 program, $33,000.00

8. **Funding Source:** Voc. Discretionary and Title IV-C

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Hawaii

CONTACT PERSON: Larry Shawhan

NAME OF PROGRAM: Adult Volunteer Program for Post High School Planning

Address: P.O. Box 158
Hoolehua, Molokai 96729

School: Molokai High and Intermediate

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupations, Occupational Choice, Vocational Counseling, and Vocational Interests

Telephone: (808) 567-6112

PROGRAM INFORMATION:

1. **Audience:** Adult Volunteers, Students **Grade Level:** 11-12

2. **Brief Description:**

Adult volunteers comprised of parents and community workers are trained by the school counselor to work with juniors in small groups to inform them about colleges, process and procedures in college selection and in applying for admission, housing and financial aid; career opportunities in military service; and where and how to apply for jobs. They are also trained to assist seniors on a one-to-one basis in selecting and applying for college and financial aid; in filling out job applications; and in completing any other tasks relative to preparing for the next step following graduation.

The junior groups meet once a week for one period for four weeks during the second semester. The students are excused from their English classes for these sessions. The Senior Help Service continues as long as students need help to complete their objectives for planning and generally runs from fall through early spring.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify): _____

4. **Primary Events and Activities:** Training sessions for adult volunteers.
Counseling sessions with juniors and seniors.

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Hawaii

CONTACT PERSON: Larry Sawhan

NAME OF PROGRAM: Job Exploration and Exploration Project (JEEP): "A Day on the Job"

Address: P.O. Box 158
Hoolehua, Molokai 96729

School: Molokai High and Intermediate

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Manpower Utilization, Occupations, Occupational Choice, Vocational Counseling, and Vocational Interests

Telephone: (808) 567-6112

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 10th grade

2. **Brief Description:**

Objectives of JEEP are (1) to provide students with job experience for a day, (2) to make classroom work more relevant, and (3) to promote good public relations between students and employers in the community.

Based upon their occupational interests, students are assigned to selected job sites to shadow a worker and, where it is possible, to work alongside the worker for one day. Students are provided with a list of questions to guide their observation and learning about occupations. To determine whether or not objectives are met, an evaluation questionnaire is completed by students and work-site participants at the end of the day.

3. **People Directly Involved:**

STUDENTS:_____ TEACHERS:_____ AIDES:_____

COUNSELORS:_____ SPECIALISTS:_____ ADMINISTRATORS:_____

OTHER (Specify)_____

4. **Primary Events and Activities:** One day of shadowing as previously selected worker

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Idaho

CONTACT PERSON: Dr. Robert Charlton

NAME OF PROGRAM: Careers in Motion

Address: 48 E. 1st N.
St. Anthony, Idaho 83445

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Occupational Choice, and Vocational Interests

School: Tri-District Special Services

Telephone: (208) 624-3146

PROGRAM INFORMATION:

1. **Audience:** 9th Grade

2. **Brief Description:**

   Careers in Motion is a structured career exploration program with specific objectives (workbooks with objectives, activities, and evaluation). It is a program designed primarily for 9th graders and has a nine week duration.

3. **People Directly Involved:**

   STUDENTS: 250 TEACHERS: 2 AIDES: 1

   COUNSELORS: 4 SPECIALISTS: ____ ADMINISTRATORS: 1

   OTHER (Specify) Secretary/Technician

4. **Primary Events and Activities:** Activities as listed in student workbooks.

5. **Facilities:**

   Career resource center at each school

6. **Materials:**

   Listed in workbooks under Activities.
   Commercial sources of career exploration information in addition to state sources.
   Simulated hands-on career modules.

7. **Cost of Program:** $31,000.00 varies depending upon year (1st or later) and number of students, families available, etc.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Not an ongoing program

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Dr. Robert Charlton

11. **Is a brochure or other printed material available?** Yes

STATE: Idaho

CONTACT PERSON: Dr. Robert Charlton

NAME OF PROGRAM: Occupational Preparation of Secondary Exceptional Students

Address: 48 E. 1st N.
St. Anthony, Idaho 83445

School: Tri-District Special Services

DESCRIPTORS: Careers, Career Education, Career Exploration, Exceptional Child Education, Occupations, Occupational Choice, and Vocational Maturity.

Telephone: (208) 624-3146

PROGRAM INFORMATION:

1. **Audience:** LD, EMR, and other handicapping conditions **Grade Level:** 10, 11, 12

2. **Brief Description:**

   This is a structured career exploration program leading to on-the-job training during the last year of the school experience. Program objectives are in workbook form and are sequenced from sophomore to senior levels.

3. **People Directly Involved:**

   STUDENTS: 60 TEACHERS: 1 AIDES: 1

   COUNSELORS: 2 SPECIALISTS: ____ ADMINISTRATORS: 1

   OTHER (Specify) Secretary/Technician

4. **Primary Events and Activities:** Activities are listed in student workbooks.

5. **Facilities:**

   Career Resource Center at each school

6. **Materials:**

   Listed in workbooks under Activities
   Commercial sources of career exploration information in addition to state sources
   Simulated hands-on career modules

7. **Cost of Program:** $28,000 depending upon number of participating students

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1 day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Dr. Robert Charlton

11. **Is a brochure or other printed material available?** Yes

STATE: Idaho

CONTACT PERSON: Ellen Howard

NAME OF PROGRAM: The "Changer" Model for Career Education

Address: 619 South Canyon
Nampa, Idaho 83651

School: Nampa Public Schools No. 131

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Inservice Teacher Education, Teacher Preparation, Teacher Training

Telephone: (208) 467-5281

PROGRAM INFORMATION:

1. **Audience:** Teacher and Administrator **Grade Level:** K-12

2. **Brief Description:**

The project was designed to fulfill the need for training teachers in Career Education materials and processes and to facilitate the infusion of these concepts into the school system. It is based upon a theoretical model which in general says that a teacher will learn to implement effective Career Education materials and techniques by modeling their teaching after the colleagues that they have selected as the ones who influence them the most. These influential teachers are designated "changers" and receive special training in acceptable materials and techniques. As the "changers" implement materials and techniques in their classes, the other teachers are influenced by the "changers" to attempt to use similar materials and techniques in their classes.

3. **People Directly Involved:**

STUDENTS: All Teachers, Students TEACHERS: initially 24 AIDES: 4½

COUNSELORS: SPECIALISTS: 2 ADMINISTRATORS: 1

OTHER (Specify) All those teachers, administrators, and students influenced by the "changers."

4. **Primary Events and Activities:** These selected "Change" agents were given an eight-hour a day, three week training session in Career Education before the start of school in September. Components of this training session included: (a) the need and definition of Career Education as it pertains to the classroom teacher; (b) values clarification techniques; (c) the use of multi-media teaching techniques; (d) the special Career Education needs of minorities, the handicapped student, the gifted and talented, and women; (e) input from the labor/industry/business community which establishes their interest and link with public education; (f) instruction in the use of community resources; (g) techniques in developing shadowing and work experience for students and actual shadowing experiences for teachers; (h) techniques in developing pre-post student criterion tests; and (i) instruction in the infusion of Career Education into the school curriculum.

5. **Facilities:**

6. **Materials:**
The project has purchased a limited amount of Career Education filmstrips to supplement those already available in the district.

7. **Cost of Program:** $78,899.00—This figure could be adjusted to size of district and the depth of in-service desired.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Two days

10. **Could someone in your district make a good presentation describing this program? If so, who?**
Ellen Howard

11. **Is a brochure or other printed material available?** Semi-annual report. Written model will be available in August 1978.

STATE: Illinois

CONTACT PERSON: Esther Twarog, Guidance Director

NAME OF PROGRAM: A Curriculum Guide for Life Design Development Through Career Education—Grades K-12

Address: Guidance Office
Civic Memorial High School
910 Second Street
Bethalto, Illinois 62010

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Occupational Choice, Occupational Guidance, Vocational Interests

School: Civic Memorial High School

Telephone: (618) 377-5211, Ext. 40

PROGRAM INFORMATION:

1. **Audience:** Teachers **Grade Level:** K-12

2. **Brief Description:**

Productive career development is the result of the formation, clarification, and acceptance of realistic self concepts. Since the forming of self-concepts begins early in life, it has been suggested that principals, counselors, and teachers should assist children in career planning early in the elementary grades. With this in mind, Esther Twarog has developed a teacher's handbook in order that career education might be integrated into the regular classroom rather than have another course added to the curriculum. The program is introduced to teachers through in-service training in the fall. It is evaluated mid-year and at year's end and includes provisions for teacher input for future programs.

3. **People Directly Involved:**

STUDENTS: 3258 TEACHERS: 121 AIDES: _____

COUNSELORS: 3 SPECIALISTS: _____ ADMINISTRATORS: 8

OTHER (Specify) _____

4. **Primary Events and Activities:** The guide is used by each classroom teacher and is interpreted as each teacher sees the need.

5. **Facilities:**

A career resource center

6. **Materials:**

Curriculum guide

7. **Cost of Program:** Cost of duplicating the guide for the teachers

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** This particular program is designed to be integrated into the regular educational program and is not a separate entity per se.

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Esther Twarog

11. **Is a brochure or other printed material available?** Yes

STATE: Illinois

CONTACT PERSON: Dr. Joe Bocke or Mrs. Bev Deckard

NAME OF PROGRAM: *Career Education through Multi-Experience Centers*

Address: 640 Jersey
Quincy, Illinois 62301

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Exceptional Child Education, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Interests

School: Quincy (Illinois) Public Schools

Telephone: (217) 222-3280

PROGRAM INFORMATION:

1. **Audience:** Primarily for special education students **Grade Level:** K-12

2. **Brief Description:**

Career Education through Multi-Experience Centers is a Title IV, ESEA project in the Quincy, Illinois Public Schools. It focuses on a career curriculum designed primarily for special education students, preschool through high school. Students in the regular program also participate in project activities relevant to their educational needs. The multi-experiential approach offers students the opportunity to become aware of the world of work; to explore exciting and meaningful careers; to prepare themselves for more demanding and lucrative occupations; and to actively participate in a wide range of career areas.

3. **People Directly Involved:**

STUDENTS: 800 TEACHERS: 80 AIDES: 15

COUNSELORS: 5 SPECIALISTS: 2 ADMINISTRATORS: 5

OTHER (Specify) _____

4. **Primary Events and Activities:** Students are offered the opportunity to participate in realistic career experiences within ten appropriately designed career centers and the community at-large. The centers include Food Service, Construction, Production Service, Grooming, Laundry, Horticulture, Health Careers, Furniture Restoration, Maintenance and Repair, and a miniature Career City.

5. **Facilities:**

Ten Career Centers
A Vocational Training Home

6. **Materials:**

Dependent upon career activity

7. **Cost of Program:** Varies with center; cost analysis is available upon request

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** A minimum of one day.

10. **Could someone in your district make a good presentation describing this program? If so, who?**

We have a diffusion team available.

11. **Is a brochure or other printed material available?** Yes

STATE: Illinois

CONTACT PERSON: Dale Schmalz, Director of Guidance

NAME OF PROGRAM: Highland High School Comprehensive Career Education Program

Address: 1500 Troxler Ave. Highland, Illinois 62249

School: Highland High School

Telephone: (618) 654-2106, Ext. 54

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

PROGRAM INFORMATION:

1. **Audience:** Jr. High Students, High School Students **Grade Level:** 7-8 and 9-12

2. **Brief Description:**

The career education program administered by the Guidance Department at Highland High School is comprehensive in that it is a series of regularly scheduled activities which attempt to meet the needs of all students regardless of their interest and/or ability levels. The activities are also designed to keep parents, teachers, administration, members of the Board of Education and the community informed.

3. **People Directly Involved:**

STUDENTS: 400 Jr. High 800 High School TEACHERS: 2 Jr. High AIDES: _____

COUNSELORS: 2½ High School 1 Jr. High SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (specify) secretary

4. **Primary Events and Activities:**
   - Placement Program
   - "College Planning Workshops" for juniors and seniors
   - Editing and publishing of "Plan Ahead Booklet"
   - Testing (SRA Assessment Survey, Kuder, ACT-Career Planning Program, ADVAB, DSAT/NMSQT, ACT, SAT, and CLEP)
   - Employment Survey
   - Junior High Activities
   - Publication of "Know Your Schools"
   - Alumni Day
   - Seniors' conference
   - Identification of students for special programs

5. **Facilities:** Guidance Department at Highland High School

6. **Materials:** Pamphlets, brochures

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Dale Schmalz, Director of Guidance

11. **Is a brochure or other printed material available?** Yes

STATE: Illinois

CONTACT PERSON: Placement Officer

NAME OF PROGRAM: McHenry High School Employment Placement Service

Address: McHenry High School
4724 W. Crystal Lake Road
McHenry, Illinois 60050

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

School: McHenry High School

Telephone: (815) 385-9007

PROGRAM INFORMATION:

1. **Audience:** High school students, graduates, adults

2. **Brief Description:**

   State vocational evaluation teams have shown that placement services are an integral part of career and vocational training. Therefore, McHenry High School has implemented a placement service which provides students, former students, and community adults a means of seeking employment. It also provides employers with a local job bank of available employees.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) 1 secretary, 1 part-time student clerk

4. **Primary Events and Activities:** General Employment Servicer

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:** State of Illinois Vocational Education Department

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Illinois

CONTACT PERSON: Gerald A. Webb

NAME OF PROGRAM: Model Project of Occupational Education for Handicapped and Disadvantaged Students

Address: 708 St. Louis Street
Edwardsville, Illinois 62025

School: Community Unit District No. 7

DESCRIPTORS: Careers, Career Education, Career Exploration, Exceptional Child Education, Guidance Counseling, Identification, Inservice Education, Occupational Guidance, Vocational Counseling

Telephone: (618) 656-1182

PROGRAM INFORMATION:

1. **Audience:** Vocational and special education teachers or administrators **Grade Level:** 9-12

2. **Brief Description:**

In order to identify special needs students, the project staff has developed a comprehensive identification system that does not require the use of a computer. Once identified, students receive supportive services within the main stream program. In addition, a curriculum revision process involving the guidance, vocational, and special education departments has facilitated the mainstreaming of handicapped and disadvantaged students. Special materials have also been developed such as Learning Activity Packets, a diagnostic typing test, and types texts. Special emphasis has been given to inservice activities through cooperation with Title IV projects such as Positive Attitude Toward Learning, New Model Me, and Pegasus.

3. **People Directly Involved:**

STUDENTS: 50 TEACHERS: 25 AIDES: 1

COUNSELORS: 6 SPECIALISTS: 4 ADMINISTRATORS: 2

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

Special education rooms and equipment and vocational mainstreaming facilities.

6. **Materials:**

Combination of locally developed and commercial.

7. **Cost of Program:** Developed through IOE/ DAVTE grants: $45,000 annually

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One day or two at most.

10. **Could someone in your district make a good presentation describing this program? If so, who?**

A counselor for vocations, SWEP Coordinator, Project Director

11. **Is a brochure or other printed material available?** Other materials are available

STATE: Illinois

NAME OF PROGRAM: Occupational and Career Development Program

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, and Vocational Interests

CONTACT PERSON: Mr. Phil Hunsberger

Address: 1800 Sixth Avenue
Sterling, Illinois 61081

School: Challand Junior High School

Telephone: (815) 626-5127

PROGRAM INFORMATION:

1. **Audience:** Students and teachers **Grade Level:** K-8

2. **Brief Description:**

The global objective of this program is to broaden the child's insight about himself, his community, and the opportunities of work. The program utilizes instructional units at each K-8 grade level so that learning of this nature is infused into the day to day activities of school work. Each grade level teacher (K-8) implements at least one career educational unit thereby establishing the necessary continuity to insure program success.

Events and activities vary from one classroom to another. Each classroom teacher has a number of instructional units from which to choose and is therefore afforded the opportunity to select units that coincide with existing curriculum and the needs of the students.

3. **People Directly Involved:**

STUDENTS: 3,127 TEACHERS: 109 AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:** Infusion of career education in the classroom

5. **Facilities:**

6. **Materials:**

Fifty-one career education instructional units

7. **Cost of Program:** Varies by the size of district. Usually less than $1.00 per student

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Two days would be sufficient

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Mr. Phil Hunsberger

11. **Is a brochure or other printed material available?** Yes

STATE: Illinois

CONTACT PERSON: Louis Holtz, Director

NAME OF PROGRAM: Placement Office

Address: Keslinger Road
Maple Park, Illinois 60151

DESCRIPTORS: Careers, Job Search Methods, Occupations, Occupational Choice, Occupational Guidance, Vocational Development, Vocational Interests

School: Mid-Valley Area Vocational Center

Telephone: (312) 365-6468

PROGRAM INFORMATION:

1. **Audience:** Five Cooperating School (K-12) districts

2. **Brief Description:**

   The Placement Office at Mid-Valley Area Vocational Center provides job placement services for part-time and full-time students, in-center students, home school students, graduates and drop-outs. In addition to providing job listings on a weekly basis, follow-up and follow-through services on job leads are regular staff activities in which employers are invited to participate. A career and pre-employment resource center is available to students and members of the community at large.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: 12 AIDES: _____

   COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: 1

   OTHER (Specify) Director ½ time—secretary, 24 hours per week

4. **Primary Events and Activities:**
   a. Job placement: part-time, full-time, in-center students, home school students, graduates and drop-outs
   b. Job opening listings: listings posted in each school every week
   c. Follow-up and follow-through on job leads
   d. Employer participation solicited.
   e. Career and pre-employment resource center
   f. Follow-up studies: immediate, 1-year and 5-year

5. **Facilities:**

   Office app. 25' x 17' with desks, tables, files, bookcases and filing cabinets

6. **Materials:**

   Various pre-employment/career resource resource materials

7. **Cost of Program:** Annual budget—$14,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One hour

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Lou Holtz, Fay Millard

11. **Is a brochure or other printed material available?** Yes

STATE: Iowa

CONTACT PERSON: James Gale

NAME OF PROGRAM: Algona Self-Development Program

Address: 500 South Wooster
Algona, Iowa 50511

School: Algona High School

Telephone: (515) 295-7207

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Vocational Interests

PROGRAM INFORMATION:

1. **Audience:** Students of Algona High School **Grade Level:** 12th, 11th

2. **Brief Description:**

Senior students are given a choice of seven career clusters into which they group themselves (Personal Service; Hospitality and Recreation; Agri-Business; Natural Resources and Environment; Marketing; Business and Office Occupations; Fine Arts, Humanities, Communication and Media; Health Occupations and Consumer Homemaking). These groups operate with the assistance of seven faculty members who have expressed an interest in a particular career cluster. Group activities participated in by each group include tours of local business and industry, resource speakers, films, video tapes, career awareness games, class exercised, aptitude and interest inventories, and group process activities. The Guidance Office coordinates all of the arrangements for career awareness experiences in the program.

Junior students are divided into groups of 10-20, which meet once a week for 40 minutes. The main focus of activity is on formulation of future plans following high school graduation. Emphasis is given to continuing one's education, either by attending college, vocational school or similar postsecondary institution. A course booklet has been developed for the Junior Awareness groups.

The senior and junior aspects of the Self-Development Program are only a part of the total program. The remainder of the program focuses upon self-awareness, values, and personal/social interaction skills at the 11th, 10th, and 9th grade levels.

3. **People Directly Involved:**

STUDENTS: 300* TEACHERS: 7* AIDES: _____

COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) Resource tours and speakers from the community

*All students in Algona High School (600) participate in the total Self-Development Program along with 16 teachers. However, only about half participate in the career related area.

4. **Primary Events and Activities:**
- Tours of local business and industry
- Resource speakers
- Films, video tapes and filmstrips
- Career awareness games
- Class process exercises
- Aptitude and interest inventories
- Informational handout sheets

5. **Facilities:**

None, except for tour of local business and and industry

6. **Materials:**

Materials used are those developed by the Guidance Office or those available from commercial sources.

7. **Cost of Program:** The planning and administration of the program is part of the Counselors' job functions

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One-half day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Jim Gale or Dale Teeter

11. **Is a brochure or other printed material available?** Brochures and materials

STATE: Iowa

CONTACT PERSON: Tom Crandall

NAME OF PROGRAM: Employer School Program (E.S.P.)

Address: Garnavillo High School
Garnavillo, Iowa 52049

School: Garnavillo High School

Telephone: (319) 964-2321

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling and Vocational Interests

PROGRAM INFORMATION:

1. **Audience:** Special Needs Students **Grade Level:** 9th in the traditional school and 11th and 12th grade special education students

2. **Brief Description:**

A major component of Garnavillo's Employer School Program is the High School Relevancy Course. Designed primarily for 9th and 10th graders who find traditional curricula irrelevant and void of meaning, the class meets two periods each week under the direction of a counselor and a school social worker. The course endeavors to help students, most of whom are disadvantaged and/or handicapped, assess their potential for work in addition to studying the world of work with its requirements and rewards.

A second portion of the E.S.P. is the placement of students in learning situations in business and industry. This work experience gives the student a more accurate understanding of a particular vocation through actual hands on experience within the job setting. A maximum of one credit may be earned through successful completion of both segments of the Employer School Program.

3. **People Directly Involved:**

STUDENTS: 13 TEACHERS: 1 AIDES: _____

COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

Local business

6. **Materials:**

7. **Cost of Program:** approximately $300 per student

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 4-5 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Tom Crandall, Counselor

11. **Is a brochure or other printed material available?** Yes

STATE: Iowa

CONTACT PERSON: Edward L. Ranney, Consultant

NAME OF PROGRAM: Guidance Mini-Project Grants

Address: Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Manpower Utilization, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Department of Public Instruction

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Staff, students

2. **Brief Description:**

In order to encourage the implementation of career guidance activities at the local level, the Department of Public Instruction of Iowa has established a mini-grant system whereby individual school districts can design and propose programs related to career guidance and have them funded by the state on a one-year basis.

Provision is made through the Iowa State Plan for Vocational Education to support guidance services which are designed to (a) encourage individual involvement in career development activities, (b) provide individuals with information necessary for making meaningful and informed career choices, (c) provide ongoing services to assist students in their career development process, (d) aid them in career placement, and (e) conduct follow-up activities to determine the effectiveness of the instructional guidance program.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) school systems, state wide

4. **Primary Events and Activities:** Varied

5. **Facilities:**

Varied

6. **Materials:**

Varied

7. **Cost of Program:**

8. **Funding Source:** State and federal funds

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Edward L. Ranney

11. **Is a brochure or other printed material available?** Yes

STATE: Iowa

CONTACT PERSON: Rene McMahon

NAME OF PROGRAM: Individualistic Approach Guidance Program

Address: Buffalo Center Community School
Buffalo Center, Iowa 50424

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

School: Buffalo Center Community School

Telephone: (515) 562-2525

PROGRAM INFORMATION:

1. **Audience:** Junior and Senior High School **Grade Level:** 7-12 particularly 8th grade

2. **Brief Description:**

With the exception of one group guidance session (Career Awareness) for eighth graders, Career Guidance in the Buffalo Center Community School does not consist of a formally organized program but rather is an individual approach to students and their concerns for the future. Instead of grouping students for discussions on such topics as Nursing or Auto Mechanics where possibly only a portion of the students might be interested in the topic, an effort is made to individually discuss careers and post-high school aspirations with each student. With the present counselor-student ratio of 1 to 400, at least three hours per year can be devoted to each student for individual interviews and counseling sessions.

3. **People Directly Involved:**

STUDENTS: 327 TEACHERS: _____ AIDES: _____

COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:** 8th grade Career Awareness group session
Individual interviews

5. **Facilities:**

Large Guidance Room

6. **Materials:**

7. **Cost of Program:** $730—Basic cost of entire Guidance Program 7-12

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1 day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Mr. Rene McMahon

11. **Is a brochure or other printed material available?** No

STATE: Iowa

CONTACT PERSON: Philip Olive

NAME OF PROGRAM: Project Discovery

Address: Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Deaf Education, Exceptional Child Education, Guidance Counseling, Occupational Guidance, Vocational Counseling, and Vocational Interests

School:

Telephone: (712) 623-4913

PROGRAM INFORMATION:

1. **Audience:** School Students **Grade Level:** 6-10

2. **Brief Description:**

Project Discovery is a systematic approach to Career/Vocational Exploration which allows the students to search for a "Career Theme," not just "a job." It can be used alone, purely for exploration, or combined with other activities such as career information materials, shadowing, experience based career education, work evaluation, and employability skills training in order to form a more comprehensive system. The project also incorporates modifications in its "Regular Edition" in order to accommodate special needs populations which include poor readers.

3. **People Directly Involved:**

STUDENTS: 42 TEACHERS: 3 AIDES: 1

COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Student performs simulated work activities to gain experiences and a feeling for what it is like to do certain work tasks.

5. **Facilities:**

Classrooms used as labs—clean and dirty areas

6. **Materials:**

A variety of tools and equipment plus packages must be resupplied—consumables

7. **Cost of Program:** $4,680 for 28 Exploration Packages

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Philip Olive

11. **Is a brochure or other printed material available?** Yes

STATE: Louisiana

NAME OF PROGRAM: Career Education

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Vocational Development, and Vocational Interests

CONTACT PERSON: Daniel Verret

Address: Supplementary Resource Center
P.O. Box 688
Opelousas, Louisiana 70570

School: St. Landry Parish Schools

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 7-9, 10

2. **Brief Description:**

The Career Education Program of St. Landry Parish Schools consists of the following components. A Health Careers Program taught by a registered nurse for students in grades 7-9. In addition to the utilization of a mobile unit, exploration in this program includes: (1) Classroom Lecture and Discussion, (2) Laboratory Demonstration and Practical Experience, and (3) On-the-job Experience at Opelousas General Hospital. Graphics Communications is an elective program offered to students who wish to learn more about graphics and what this field of work has to offer. It is taught in a mobile classroom which tours selected schools in the parish. The World of Manufacturing is an exploratory course providing the opportunity for junior high students to understand the basic concepts of management, personnel, and production techniques for creating finished goods in a factory or plant. A Vocational Evaluation System Mobile Van is assigned to visit the 13 high schools of the parish on a rotating basis for the purpose of assisting 10th grade students desirous of attending a vocational school during his 11th and 12th years. The World of Construction is another exploratory course for the purpose of providing students in grades 7-9 the opportunity to learn and to apply basic knowledge and skills of the construction industry. Another program, Electricity-Electronics, is designed for youth who wish to learn about the mysteries of electricity in addition to exploring basic employment opportunities in this field.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

Mobile Vans, Classrooms

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Louisiana

CONTACT PERSON: Houston C. Jenks, Ph. D.

NAME OF PROGRAM: Experience-Based Career Education

Address: P.O. Box 46
Luling, Louisiana 70070

School: St. Charles Parish Public Schools

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

Telephone: (504) 784-6289 or 722-1396

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 10-12

2. **Brief Description:**

This program is a local adaptation of the experience-based career education model developed by Research for Better Schools (RBS), whose goal is to increase the relevance of school to the world of work.

This EBCE program has three components: career development, career guidance, and the academic resource center. The *career development* component provides access for students to adults in their normal working environment through two phases termed exploration and specialization. *Career guidance* utilizes group guidance activities to develop decision making with individuals on a need basis. The *Academic Resource Center* (ARC) provides for individualized instruction in mathematics and English which are correlated with learning experiences in the community.

St. Charles Parish utilized a staggered implementation plan in order to capitalize on the advantages presented by the gradual and realistic development of the economic community as a resource for learning..

3. **People Directly Involved:**

STUDENTS: 40,180,240 TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
   1. Flow chart and activity checklist.
   2. Establish cooperative school-community relationship.
   3. P.R.
   4. Develop methods to increase proficiency in English and math.
   5. Develop avenues for providing broad information base about the cognitive and affective dimensions of careers to students. Develop methods of increasing decision-making skills of students.

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Maryland

NAME OF PROGRAM: Career Education

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance and Vocational Interests

CONTACT PERSON: Nick Vukmer

Address: St. Mary's County Public Schools
General Delivery
Coveville, Maryland 20656

School: St. Mary's County Public Schools

Telephone (301) 475-5511

PROGRAM INFORMATION:

1. **Audience:** Students

2. **Brief Description:**

   The St. Mary's County Public Schools' Career Education program does not exist as a separate entity but is viewed as an element of all instructional programs and is appropriate for all students. Locally developed "Goals for Students" forms the base upon which other facets are built. The goals were developed after a tentative set was distributed to all staff members and teachers for their reactions. The goals were adjusted on the basis of those reactions. Measurable objectives relating to each goal were developed in a similar manner. From these objectives, a criterion referenced test was structured at appropriate levels to measure student programs.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Maryland

CONTACT PERSON: Donald E. McBrien, Ph.D.

NAME OF PROGRAM: Career Development Model K-12

Address: Baltimore County Public Schools
Towson, Maryland 31304

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Opportunities, and Career Planning

School: Baltimore County Public Schools

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** K-12

2. **Brief Description:**

The Baltimore County Public Schools developed and implemented a comprehensive career development model for career education. This model prescribed specific outcomes, strategies and evaluation procedures for a K-12 population.

3. **People Directly Involved:**

STUDENTS:_____ TEACHERS:_____ AIDES:_____

COUNSELORS:_____ SPECIALISTS:_____ ADMINISTRATORS:_____

OTHER (Specify)_____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Maryland

CONTACT PERSON: Donald E. McBrien, Ph.D.

NAME OF PROGRAM: Computer Assisted Placement Program

Address: Baltimore County Public Schools
Towson, Maryland 21204

DESCRIPTORS: Career Education, Computers, Computer Programs, Computer Oriented, Job Placement, Occupational Guidance, Student Placement, Vocational Development, Vocational Education, and Vocational Training Centers

School: Baltimore County Public Schools

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** High school

2. **Brief Description:**

   This project, funded directly by the Office of Education, developed a computer assisted placement program for all vocational technical students who were enrolled in one vocational technical center and in seven comprehensive high schools. It also provided assistance in the coordination of all work experience programs in the same schools.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

   Computer programming access

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:** Office of Education

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Maryland

NAME OF PROGRAM: Twilight School

DESCRIPTORS: Adult Education, Adult Education Programs, Careers, Career Education, Job Placement, Occupational Guidance, School Dropouts, Vocational Counseling, Vocational Development, and Vocational Education.

CONTACT PERSON: Donald E. McBrien, Ph.D.

Address: Baltimore County Public Schools
Towson, Maryland 21204

School: Baltimore County Public Schools

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Adults, Dropouts, Undermployed, Non-employed

2. **Brief Description:**

   The Twilight School for underemployed recent graduates, dropouts, and other nonemployed adults is conducted between the hours of 2:30 p.m.–6:00 p.m. and provides entry level training in five (10 in 1979) occupational areas. Also provided are vocational guidance and placement services. Upon termination of all programs, students are encouraged either to enter the labor force or to continue their training in a regular GED preparatory adult evening school program or at the local community college for advanced skill and educational preparations.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Massachusetts

CONTACT PERSON: Mrs. Ruth McGhee

NAME OF PROGRAM: Career Curriculum by Infusion

Address: North Middlesex Rt H-8
Townsend, Massachusetts
91469

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, In-service Teacher Education, Job Search Methods, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

School:

Telephone: (617) 598-8196

PROGRAM INFORMATION:

1. **Audience:** Students and Faculty **Grade Level:** K-12

2. **Brief Description:**

Career Curriculum by Infusion for the North Middlesex Regional School District is not original to the district but is based upon that which was organized by Norman Gyber. The overall career education effort consists of various activities and programs, beginning with in-service workshops for teachers to acquaint them with the program's activities and objectives. A paraprofessional instructor has been hired to develop a Career Information Center and a computer-based guidance system is planned for the future. Job-O materials are used in the 7th grade English classes. In the 8th grade, the Career Survey from the D.A.T. is used. In grade eleven, the Major-Minor Finder is used with all levels of students as opposed to confining it to only those that are college bound. A Host Day format is used by some teachers to involve community resource people in their classrooms. For the 12th grade, English teachers prepare a unit on job related activities such as letters of application, resumes, interview techniques, etc. As a culminating activity, a Senior Day consisting of "live" interviews, etc., is planned and presented.

In addition to the above, a Career Observation Program is also offered. This provides students with the opportunity to spend a day with a worker of his/her choice to explore job interests.

3. **People Directly Involved:**

STUDENTS: all TEACHERS: all eventually AIDES: 1

COUNSELORS: 6 SPECIALISTS: _____ ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** In 1978, approximately $7,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Not Ready

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Mrs. McGhee

11. **Is a brochure or other printed material available?** Not ready

STATE: Minnesota

CONTACT PERSON: Milt Paulsen, Jr.

NAME OF PROGRAM: Business and Office Occupations–Model Office

Address: 304 North Main Street
Blue Earth, Minnesota 56013

School: Cooperative: Elmore, Granada-Huntley, Winnebago, East Chain Blue Earth, Bricelyn, Delavan, Frost; Tuition students from Lakota, Iowa

DESCRIPTORS:

Telephone: (507) 526-5554

PROGRAM INFORMATION:

1. **Audience:** Junior-Senior High School Students **Grade Level:** 11-12
2. **Brief Description:**

   Career Exploration

   Entry Level job skills

3. **People Directly Involved:**

   STUDENTS: 40 TEACHERS: 1 AIDES: _____

   COUNSELORS: 1 SPECIALISTS: 1 ADMINISTRATORS: 1

   OTHER (Specify) _____

4. **Primary Events and Activities:** OJT simulation, classroom activities

5. **Facilities:**

   Simulated office space
   45' by 45' classroom area
   20 simulated work stations
   sufficient office equipment for the twenty

6. **Materials:**

   All in-house prepared materials, including the simulation vehicle, all office forms, and instructional materials

7. **Cost of Program:** On-going cost of program (not including initial set-up), approximately $16,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Half day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Milt Paulsen, Jr.

11. **Is a brochure or other printed material available?** Yes, course outline, pre-registration brochure

STATE: Minnesota

CONTACT PERSON: Walt Wolff, Placement Director

NAME OF PROGRAM: S.P.A.C.E. (Student Placement and Counseling Effort)

Address: Southern Minnesota Cooperative Center
125 South Broadway
Wells, MN 56097

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Job Search Methods, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling

School: Adlen-Conger, Freeborn, Kiester-Walters, Mapleton, and Wells-Easton High School

Telephone: (507) 553-5003

PROGRAM INFORMATION:

1. **Audience:** Students, employers, and faculties **Grade Level:** Seniors and dropouts

2. **Brief Description:**

The purpose of the Student Placement and Counseling Effort is to provide both career planning and placement assistance to students who are leaving high school and are either continuing their education or are entering the labor market. The primary goal of the S.P.A.C.E. office personnel is to make the students' transition from high school to post high activity as smooth and rewarding as possible.

3. **People Directly Involved:** (These are approximate figures.)

STUDENTS: 285 TEACHERS: 25 AIDES: _____

COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: 12

OTHER (Specify) 1—secretary

4. **Primary Events and Activities:**
   1. Job Development
   2. Job Procurement Skills Instruction
   3. Follow-up Study on recent graduates
   4. Placement of students
   5. Publish job vacancy sheets

5. **Facilities:**

Placement Office

6. **Materials:**

Telephone
Travel Budget
Supply Budget

7. **Cost of Program:** $19,000 (approximate)

8. **Funding Source**

9. **Time Required for a Visiting Team to Observe the Program:** Approximately 1 day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Mr. Walt Wolff, Placement Director

11. **Is a brochure or other printed material available?** Yes

STATE: Minnesota

CONTACT PERSON: Ethel Andrews, Counselor

NAME OF PROGRAM: Red Wing Career Resource Center

Address: 525 East Avenue
Red Wing, Minnesota 55066

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

School: Central High School

Telephone: (612) 388-9444

PROGRAM INFORMATION:

1. **Audience:** Specifically students but also includes whole school system and community

   Grade Level: 10-12

2. **Brief Description:**

   The Red Wing High School has established a Career Center to which all social studies classes (grades ten through twelve) are introduced through visits and work sessions. Seniors explore postsecondary opportunities, financial aid availability, and major offerings of colleges. Sophomores and juniors also utilize the services of the center on an unscheduled basis. Elementary classes visit and participate in activities available through the center.

   The Career Center is the focal point for college representatives and military recruiting offices. It is also utilized by former students desirous of career information available through the center.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: 1

   COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: 3

   OTHER (Specify) _____

4. **Primary Events and Activities:** Visits by social studies classes
   Unscheduled visits as needed
   Recruiting center for colleges and military

5. **Facilities:**

   Career Center

6. **Materials:**

7. **Cost of Program:** Undetermined at this time

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 2 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Ethel Andrews

11. **Is a brochure or other printed material available?** No

STATE: Mississippi

CONTACT PERSON: Carolyn G. Hill

NAME OF PROGRAM: Career Education in Lama County Schools

Address: P.O. Box 427
Purvis, Mississippi 39475

School:

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 1-12

2. **Brief Description:**

Through a Developmental Guidance and Counseling Program established with funds from Title IV-C of ESEA, career guidance is extended to all students in grades 1-12. Three high school counselors, one elementary counselor, and one coordinating counselor provide guidance services to approximately 4100 students. Career Education is provided in grades 1-8 by regular classroom teachers with assistance from the counselors. Materials, equipment, and in-service training were financed by Title IV. High school students have both individual and group guidance activities and are provided with appropriate aptitude and vocational interest tests. College Day and Career Day events bring representatives of higher education and area employers into direct contact with high school students.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: 4 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
In-service training for teachers.
In class career education for grades 1-8.
High school students have individual and group guidance activities, plus aptitude and vocational interest tests.
College and Career Day activities.

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:** Title IV-C of ESEA

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Missouri

CONTACT PERSON: Judy Rae Kuhlman

NAME OF PROGRAM: Experience Based Career Education

Address: 1900 Clarendon Road
Sedalia, Missouri 65301

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Community College, Job Search Methods, Occupations, Occupational Choice, Vocational Counseling, Vocational Interests

School: State Fair Community College

Telephone: (816) 826-7100, Ext. 76 or 77

PROGRAM INFORMATION:

1. **Audience:** Available to eleven (11) high schools in State Fair Community College district.

   Grade Level: Sophomore (10th grade)

2. **Brief Description:**

   The Experience Based Career Education program for the State Fair Community College was designed to give high school students a direction in their sophomore year different from that they would usually take. During the first semester, EBCE representatives visit the high schools to describe the program to the schools' sophomores. Interested students meet later with staff members for more detailed discussion and questioning. After the selection process involving students, staff, and parents, students instead of remaining in their regular high school (1) look over the many different places to work in the community, (2) choose the places and jobs they want to know more about, and (3) spend a few days to 13 weeks at the job sites they've selected. Although most of the students' time is spent on the job, they are required to earn the same credits they would need had they remained at their home high schools. This is accomplished through individualized instruction by professional teachers called "learning coordinators." By working with each student individually, teachers are able to turn job experiences into academic experiences, and these into earned credits. Staff and students work with a Community Advisory Council. Members of the council are selected from students, their parents, and representatives of business, industry, labor, education, and government.

   EBCE was developed by Appalachia Educational Laboratory, Inc., a private, non-profit corporation in Charleston, West Virginia.

3. **People Directly Involved:**

   STUDENTS: 130 TEACHERS: 4 AIDES: _____

   COUNSELORS: 1 (half-time) SPECIALISTS: 1 ADMINISTRATORS: 1

   OTHER (Specify) _____

4. **Primary Events and Activities:** Coordinating exploratory experiences for students in the community for 4 days per week. Site visits range from 1 to 13 weeks, usually 2 weeks. Students enroll for one semester.

   Academic credit activities designed by teachers on contract activity sheets in disciplines of math, science, history, English communications, and career planning that are relative to sites being explored.

5. **Facilities:**

   EBCE classroom; EBCE offices; Community sites

6. **Materials:**

   EBCE program materials purchased from Appalachia Educational Laboratory.

7. **Cost of Program:** Currently Part D, Vocational Education Funds: $159,547

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One day possible, 2 days at best

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Yes, Judy Rae Kuhlman

11. **Is a brochure or other printed material available?** Yes

STATE: Missouri

CONTACT PERSON: Dr. William Brandt

NAME OF PROGRAM: Perryville High School Career Guidance Program

Address: Perryville Senior High School
P.O. Box 327
Perryville, Missouri 63775

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupational Guidance, Vocational Counseling

School: Perryville Senior High School

Telephone: (314) 547-6527

PROGRAM INFORMATION:

1. **Audience:** **Grade Level:** 9-12

2. **Brief Description:**

The Perryville High School Career Guidance program has as its basis a local guidance committee comprised of community members, teachers, students, counselors, and a member of the administrative staff. The committee has the following functions:

1. To initiate and evaluate a comprehensive needs survey of parents and students.
2. To assist in formulating goals and objectives for the guidance department with this survey as a basis.
3. To develop means of making the community aware of the functions and services provided by the guidance department.

It is believed that the only really effective career guidance program can come from "grass roots" or local input and formulation. The committee is currently in the process of finalizing the categories and items of the survey, which appears to be unique in that all categories or items will automatically prioritize in the final results.

3. **People Directly Involved:**

STUDENTS: 3 TEACHERS: 3 AIDES: 1

COUNSELORS: 3 SPECIALISTS: 1 ADMINISTRATORS: 1

OTHER (Specify) Community Members—3

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Nebraska

CONTACT PERSON: Twila Christensen-leggit, Ph.D.

NAME OF PROGRAM: Counselor's Expanding Career Options

Address: P.O. Box 949-85
301 Centennial Mall South
Lincoln, Nebraska 68509

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, and Rural Education

School: Nebraska Commission on the Status of Women

Telephone: (402) 471-2039

PROGRAM INFORMATION:

1. **Audience:** Rural high school counselors

2. **Brief Description:**

The Counselor's Expanding Career Options Project has as its goals (1) to develop materials for rural (or non-urban) high school counselors which will increase their awareness and supply them with ideas and processes to broaden their students' concepts of career/life planning with emphasis on Title IX counseling provisions and sex-fair counseling practices and (2) to test these materials for effective and classroom use. *The Whole Person Book: Towards Self Discovery and Life Options* materials were designed to provide a base from which counselors could personalize and adapt activities to local school and community resources. Emphasis was placed on experiences and activities which would help students identify and respond to changing roles and responsibilities.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:** Women's Educational Equity Act of the 1974 Educational Amendments

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Nebraska

NAME OF PROGRAM: Guidance Information System (GIS)

DESCRIPTORS: Careers, College, Community Colleges, Information Services Occupations, Student Financial Aid, Technical Institutes, Vocational Schools

CONTACT PERSON: Dan Laffey

Address: 4224 South 133rd Street
Omaha, Nebraska 68137

School: ESU No. 3

Telephone: (402) 330-2880

PROGRAM INFORMATION:

1. **Audience:** Career Education, College Bound, Two-Year Technical School, etc. **Grade Level:** All secondary students

2. **Brief Description:**

GIS is a computerized information and retrieval system marketed by Timeshare Corporation. The program provides immediate up-to-date information on such topics as occupations (including military), 4 year colleges, 2 year colleges, vocational and technical schools and available financial aids.

3. **People Directly Involved:**

STUDENTS: 5,000–10,000 TEACHERS: _____ AIDS: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Students interact with computer.

5. **Facilities:**

Computer

6. **Materials:**

Manuals and many optional packages

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 3-5 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Yes, depends upon area

11. **Is a brochure or other printed material available?** Yes

STATE: Nevada

CONTACT PERSON: Don Elser

NAME OF PROGRAM: Educational Learning Kit of Occupations (ELKO)

Address: Central Administrative Office
P.O. Box 1012
Elko, Nevada 89801

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Manpower Utilization, Occupations, Occupational Choice, and Vocational Interests

School:

Telephone: (702) 738-5196

PROGRAM INFORMATION:

1. **Audience:** Students, Educators

2. **Brief Description:**

E.L.K.O. has taken career and educational data for the state of Nevada and placed it on a four-page microfilm format. Although primary emphasis is on careers, the system also provides information in reference to educational programs of 66 western United States colleges. Individual schools receive complete card decks on local and state wide jobs which are duplicated from a master set. Students and educators use printer-readers to scan the card. Permanent copies of occupational information can be made and removed for use by the individual. The system has a continual built-in revision factor in order to reflect current trends, new opportunities, and educational requirements.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Use of microfilm printer-readers.

5. **Facilities:**

Room for reader-scanners
Reader-scanners

6. **Materials:**

Card decks
Copy paper

7. **Cost of Program:** The materials were primarily prepared by business-office and English class students

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing the program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: New Jersey

CONTACT PERSON: Joseph Tomaselli

NAME OF PROGRAM: Articulation Career Education Project

Address: Old Freehold Road and Bey Lea
Toms River, New Jersey 08753

DESCRIPTORS: Careers, Career Education, Career Exploration, Guidance Counseling, Occupational Guidance, Vocational Counseling, Vocational Interests, Vocational Schools

School: Ocean County Vocational Technical Schools

Telephone: (201) 349-8425

PROGRAM INFORMATION:

1. **Audience:** Staff, Students **Grade Level:** 11-12, 7-10, Adult

2. **Brief Description:**

Ocean County Vocational Technical School has been involved in the county-wide Career Education Articulation Program that provides educators and students firsthand experiences at the vocational school. Two of the goals are to alter the public's misconceptions concerning vocational education and to develop a K-Adult career education model that involves all school districts of the county as well as the community college and adult evening school. In this project, the vocational school becomes the facilitator for career education curriculum, career counseling, teacher workshops, graduate training, summer exploratory programs and a school/community Career Resource Center.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: 1½ ADMINISTRATORS: 1

OTHER (Specify) Secretary

4. **Primary Events and Activities:** Public Relations (sound/slide presentations)
Graduate courses in career education
Implementation of "Learning Units"

5. **Facilities:**

Career Resource Center

6. **Materials:**

Brochures, slide presentations, etc.

7. **Cost of Program:**

8. **Funding Source:** New Jersey State Department of Education

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Joseph Tomaselli

11. **Is a brochure or other printed material available?** Yes

STATE: New Jersey

NAME OF PROGRAM: Project Cycle

DESCRIPTORS: Career Education, Community Involvement, Individual Instruction, In-service Teacher Education, Instructional Program, Needs Assessment, School Community Cooperation

CONTACT PERSON: Dr. Harry H. Selover
Deputy Superintendent

Address: Newton Public Schools
57 Trinity Street
Newton, New Jersey 97860

School: Newton Public Schools

Telephone: (201) 383-1900, Ext. 120

PROGRAM INFORMATION

1. **Audience:** Staff, Community, Students **Grade Level:** K-12

2. **Brief Description:**

Project Cycle is an educational program designed to encourage individualized instruction. Through the project's ongoing system of goal-setting, needs identification, strategy selection and feedback at all levels, individualized instruction is achieved. Community members, teachers, and administrators are all active in determining educational goals and guiding the growth of their children through the project.

Computer support is vital to the following areas or tasks: (1) Program Assessment, (3) Student Diagnosis, and (4) Program Budget States.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
   1. Goal setting
   2. Baseline data collection
   3. Strategy selection
   4. Assessment
   5. Feedback

5. **Facilities:**

   Computer Support

6. **Materials:**

   Filmstrip, training manual, technical brief, program manuals, sequence of program development manual, articles for newspaper release

7. **Cost of Program:** Approximately $4,000.00 if basic staff already exists

8. **Funding Source:** ESEA Title IV-C

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Dr. Selover

11. **Is a brochure or other printed material available?** Yes

STATE: New Jersey

CONTACT PERSON: Virginia A. Fraleigh, Director

NAME OF PROGRAM: Work-Ed, World of Related Knowledge and Educational Development

Address: Hackettstown High School
Warren Street
Hackettstown, New Jersey
07840

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Vocational Counseling, Vocational Interests

School: Hackettstown High School

Telephone: (201) 852-2800

PROGRAM INFORMATION:

1. **Audience:** H.S. Administrators, Board of Education, Curriculum Coordinators, Guidance Counselors, Teachers, Parents

   Grade Level: 9 (may be utilized with 7-9)

2. **Brief Description:**

   Project WORK-ED is a year long guidance based career education course of study for 9th graders designed to make non-college bound students aware of the many careers available, to enable them to evaluate their own interests and abilities with respect to future goals, and to qualify them to make appropriate choices among high school courses in preparation for their careers. WORK-ED consists of a two-period course taught on a daily basis and contains two major components: an area of basic skills in communications, and an area of information and experience in career clusters. The communications area emphasizes skill proficiency in communications necessary to survive and to succeed in the world of work. The career area stresses exposure to eight separate career clusters taught by industrial arts and classroom teachers who attempt to make students aware of the varied careers available to them in each area. These career clusters are Agriculture or Environmental Science, Home Economics, Business, Graphic Arts, Health Careers, Drafting, Wood Shop and Career Guidance. In Career Guidance, students are made aware of their own interests, abilities, and future goals through testing, group and individual counseling, and career research.

3. **People Directly Involved:**

   STUDENTS: 130 TEACHERS: 18 AIDES: _____

   COUNSELORS: 2 SPECIALISTS: 2 (Reading) ADMINISTRATORS: 1

   OTHER (Specify) _____

4. **Primary Events and Activities:** WORK-ED is a daily two-period course comprising two major components: An area of basic skills in communication, and an area of information and experience in career clusters. The communication area emphasizes skill proficiency in communications necessary to survive in the world of work. Each student is exposed to 6 communication areas and 12 career areas. All students go on field trips and hear guest career speakers.

5. **Facilities:**

   Classroom, field trips to community business and health facilities, 1 or 2 shops helpful but not not necessary for program adoption. Project Manuals (3).

6. **Materials:**

   Non-consumable soft goods described in WORK-ED manuals.

7. **Cost of Program:** Maximum cost $15 per student for entire program adoption. No additional cost after implementation.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1½ hours and some additional time. 1 to 2 hours to articulate with project staff

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Virginia A. Fraleigh, Director, Jeanette Appel, Coordinator

11. **Is a brochure or other printed material available?** Yes

STATE: New Mexico

NAME OF PROGRAM: PROJECT EXCEL–EXPERIENCE-based Career Education Program

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Manpower Utilization, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

CONTACT PERSON: Dr. Edward Fernandez

Address: 301 W. Amador Avenue

School: Central Administrative Office

Telephone: (505) 526-3341

PROGRAM INFORMATION:

1. **Audience:** Public Schools, Community Colleges, Technical/Vocational Schools CETA, Cooperative Education **Grade Level:** High School

2. **Brief Description:**

Project EXCEL is an experience based career education program whose purpose is the teaching of a meaningful relationship between academic studies and knowledge needed in occupations by combining a basic academic program (social studies, language, math, and science) with exploratory opportunities in the world of work. Participants consist of students from differing academic abilities and socioeconomic groups who have lost interest in traditional school programs. Staff members divide their time between the Learning Center where they assist students in meeting requirements for graduation, and helping students gain knowledge in the world of work through varied exploratory experiences in different occupations in the private and public sectors within the school district.

Participants are drawn from the 11th and 12th grades of both high schools in the system. Students are referred by their counselor or principals and need parental consent in order to participate. Enrollment will consist of 30 students for the first year, 60 the second, and 75 the third year.

Placement of participants for job-exploratory experience takes place on a rotating basis after completing job-study projects. Time on the job may range from one to twelve weeks depending upon the extent of the students' interest.

Long-range goals of PROJECT-EXCEL are: (1) reducing the level of youth unemployment; (2) creating a bridge between school and earning a living; (3) promoting cooperation between public education and manpower agencies; and (4) broadening the occupational aspirations and opportunities for youth.

The project demonstrates to participants that education has a utilitarian role in occupations and that learning, for whatever purpose, is a life time endeavor.

3. **People Directly Involved:**

STUDENTS: 60 TEACHERS: 4 plus 2 other professional staff members AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:** Academics and Career Development

5. **Facilities:**

School site

6. **Materials:**

Curricular materials for academics and career development

7. **Cost of Program:** $115,844 annually

8. **Funding Source:** Part D of the Vocational Education Act of 1973 as amended

9. **Time Required for a Visiting Team to Observe the Program:** One or two days

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Anyone on the staff–especially Dr. Fernandez or Dr. Sanders

11. **Is a brochure or other printed material available?** Brochure/slide tape to be developed in the 1978-79 year

STATE: North Dakota

CONTACT PERSON: Jerry Tuchscherer

NAME OF PROGRAM: Career Education—Planning, Learning, Understanding, Succeeding (CE+)

Address: State Board for Vocational Education
900 East Boulevard
Bismarck, North Dakota 58505

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Development, and Vocational Interests

School: Minot Public School District No. 1

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 9-12

2. **Brief Description:**

This is an EBCE program designed to implement, evaluate, and diffuse career education into the Minot Public School District. The program utilizes experience-based learning activities in conjunction with an in-school occupational cluster program. The first year implements five clusters (agriculture and agribusiness, business and office, personnel services, construction, marketing and distributing). The second year implements four additional clusters (communications and media, consumer and occupational home-making, health careers, and public services). Based upon the curriculum and community resources available, three more clusters are to be implemented the third year. Participants spend half of their time each day in traditional classes with the other half spent in EBCE activities.

3. **People Directly Involved:**

STUDENTS: 40, 50, 60 TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Traditional course work
Experience-based career education activities

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** $323,525.00

8. **Funding Source:** United States Office of Education

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: North Dakota

CONTACT PERSON: Wayne Bostrom

NAME OF PROGRAM: Career Education Plus

Address: 110 2nd Avenue, SE
Minot, North Dakota 58701

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Vocational Counseling, Vocational Interests

School: Central Campus

Telephone: (701) 852-3194, Ext. 29

PROGRAM INFORMATION:

1. **Audience:** Cross section of high school population

   Grade Level: 9 through 12

2. **Brief Description:**

   Career Education Plus is a new program modeled on the concept of Experience Based Career Education. CE+ students spend part of their school day in traditional classes and two hours at the CE+ Learning Center and out in the community. Activities are tailored to individual student's needs, abilities, learning styles, and goals. Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, shops, hospitals, schools, courtrooms, studios—wherever careers are practiced.

   CE+ enhances the students' normal subject matter by adding many new ingredients (about people, jobs, self, and the way communities work) and letting high school students learn about them out in the community through direct experience with adults in all walks of life. In this process, students obtain academic credit, and master some of the skills they will need to negotiate successfully the world of adult living.

3. **People Directly Involved:**

   STUDENTS: 60/sem TEACHERS: 2 AIDES: 1

   COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: 1

   OTHER (Specify) Secretary/Driver

4. **Primary Events and Activities:** Community to job site explorations extending from a minimum of three days to three weeks.
   Specific job survival skills certified by community competency certifiers.
   Individual student projects completed in/out of the classroom.
   Basic skills enhancement meetings.

5. **Facilities:**

   Learning Resource Center housed at the local high school.

6. **Materials:**

   Career education AV and printed materials

7. **Cost of Program:** $85,000 per year

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Wayne Bostrom

11. **Is a brochure or other printed material available?** Yes

STATE: Ohio

NAME OF PROGRAM: Career Exploration

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

CONTACT PERSON: Mrs. Eunice J. Pettibone

Address: Continental High School
Continental, OH 45831

School: Continental High School

Telephone: (419) 596-3871

PROGRAM INFORMATION:

1. **Audience:** **Grade Level:** 9-12, but mainly 9th and 10th graders

2. **Brief Description:**

Career Exploration is achieved through the following: lectures, film and filmstrip programs, overhead transparency program, guest speakers, having pupils interview members of the community, lessons based upon newspaper want ads, and worksheets made by the instructor.

The syllabus is revised each year and the program is monitored for pupil reaction and changed accordingly. Pupils evaluate in writing the course at the end of each semester.

Originally a required course, it is now available to any high school student on an elective basis.

3. **People Directly Involved:**

STUDENTS: 22 this semester TEACHERS: _____ AIDES: _____

COUNSELORS: 1 SPECIALISTS: as speakers ADMINISTRATORS: as speakers and evaluators

OTHER (Specify) _____

4. **Primary Events and Activities:**
   a. Film and filmstrip programs
   b. Speakers
   c. Interviewers
   d. Job report
   e. Worksheets
   f. Lecture
   g. Transparency program

5. **Facilities:**

Regular classroom

6. **Materials:**

A-V equipment
GATB equipment
Teacher-made worksheets and games

7. **Cost of Program:**

8. **Funding Source:** Over a four-year span there has probably been a $250 investment in A-V programs.

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Eunice Pettibone

11. **Is a brochure or other printed material available?** Yes

STATE: Oklahoma

CONTACT PERSON: Marvin Stokes, Superintendent

NAME OF PROGRAM: Career Exploration

Address: Rt. 3
Ada, Oklahoma 74820

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Development, Vocational Interests

School: Byng School, I-16

Telephone: (405) 332-4282

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** Junior High

2. **Brief Description:**

Career Exploration has been designed to provide students with the opportunity to investigate various fields of work and to give serious thought toward finding the right job. The program consists of five or more classes of 10-15 students each. Career Exploration begins with discussions and work orientation sessions and progresses to hands-on training in such fields as electricity, welding, masonry, engine repair, carpentry, and business. Students also explore the vocations associated with Mechanical Trades, Health Careers, Home Economics Related Careers, Agriculture, Cosmetology, Business, and Construction Trades.

3. **People Directly Involved:**

STUDENTS: over 65 TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
Career orientation sessions
Hands-on training
Exploration of major vocations

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Oklahoma

NAME OF PROGRAM: Career Prep Program

DESCRIPTORS: Careers, Career Education, Career Exploration, Exceptional Child Education, Guidance Counseling, Occupations, Occupational Guidance, Vocational Counseling, Vocational Development, and Vocational Education

CONTACT PERSON: Jerry R. Kirk
Superintendent

Address: Box 149
Burns Flat, Oklahoma 73624

School: Western Oklahoma Area Vocational-Technical School

Telephone:

PROGRAM INFORMATION:

1. **Audience:** Secondary schools, exceptional students

2. **Brief Description:**

The Career Prep School is an alternative academic vocational program for exceptional adolescents implemented in 1973 by the school systems of five western Oklahoma counties, in conjunction with the Western Oklahoma Area Vocational and Technical Center. Through Career Prep, students earn high school credits; explore the real dimensions of many careers; learn about self identity, self worth, and master skills they need to successfully negotiate complex transitions into the world of adult living and work. Direct experience with teacher-made materials correlated with vocational technical curriculum provide exceptional adolescents with opportunities to experience responsibilities and values necessary for developing positive attitudes towards learning.

3. **People Directly Involved:**

STUDENTS: 90 TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Daily counseling
Joint decision making by student and teacher
Personalized instruction

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Oregon

CONTACT PERSON: Gordon R. Hagglund

NAME OF PROGRAM: Advisor-Advisee Program

Address: P.O. Box 138
Amity, Oregon 97101

DESCRIPTORS: Careers, Career Education, Guidance Counseling, Occupational Guidance, and Vocational Counseling

School: Amity, Oregon

Telephone: (503) 835-2181

PROGRAM INFORMATION:

1. **Audience:** **Grade Level:** 9-12

2. **Brief Description:**

One of the major concerns of the Amity, Oregon Advisor-Advisee program is to reduce the counselor-student ratio from that of 1:205 to a maximum of 1:15. The program promotes systematic planning and provides individual students with direct guidance by having teachers become advisors. It is based upon "student managed" learning and provides students, as well as staff, with exact instructions, goals and outcomes. Advisors are given the time and the knowledge to carry out the duties assigned to them. Advisees are aware of what is expected of them, thus the system virtually eliminates a student being "missed" in the guidance process. Many of the guidance functions formerly performed by the counselor can be accomplished in an efficient and more meaningful manner through the Advisor system. The overall program is administered by the Director of Guidance.

3. **People Directly Involved:**

STUDENTS: 205 TEACHERS: 16 AIDES: _____

COUNSELORS: 1 SPECIALISTS: 1 ADMINISTRATORS: 2

OTHER (Specify) _____

4. **Primary Events and Activities:** To stay in continuous contact with each student in the school. The Advisor is notified about everything that happens to their advisees during school. Advisors aid advisees in scheduling, they chair parent-teacher conferences, discuss referrals, and make sure their advisee graduates.

5. **Facilities:**

None

6. **Materials:**

7. **Cost of Program:** Possibly a few days release time for teachers to initially set up the program.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1-2 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Yes, Gordy Hagglund or Bill Buffum

11. **Is a brochure or other printed material available?** Yes: Available upon request for $5.00 each.
Contact: George D. Lanning
Career Education Coordinator
Amity High School
P.O. Box 138
Amity, Oregon 97101

STATE:	Oregon	**CONTACT PERSON:**	Marvin Turner
NAME OF PROGRAM:	Career Education	**Address:**	3685 Belmont Drive Hoodriver, Oregon 97031
DESCRIPTORS:	Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Vocational Interests	**School:**	Westside Elementary
		Telephone:	(503) 386-1535

PROGRAM INFORMATION:

1. **Audience:** Students, Teachers **Grade Level:** 1-6

2. **Brief Description:**

   Career Education at the elementary level is an informal unstructured program. Simply being aware of careers allows teachers to place emphasis upon people rather than products as various life roles are presented to their children. In order to achieve this, teacher build their own awareness to career guidance opportunities in all their subject areas.

3. **People Directly Involved:**

   STUDENTS: 245 TEACHERS: 12 AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: 1

   OTHER (Specify) _____

4. **Primary Events and Activities:** Being aware of careers and the opportunities to discuss or make practical application to them in the classroom.

5. **Facilities:**

   None

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** No

STATE: Oregon

CONTACT PERSON: Frank A. Deymonaz

NAME OF PROGRAM: Career Exploration Program

Address: 403 E. Street West
Vale, Oregon 97918

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Vale Middle School

Telephone: (503) 473-3248

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 1-6, 7-8

2. **Brief Description:**

The Vale Middle School has developed a model career exploration program for grades 7-8. Along with traditional curricula the program consists of:

1. Consumer-Homemaking—a required course of study for all 8th grade students. Study in this area emphasizes consumerism related to basic skills, job exploration, and family life.
2. Occupational Activities—a required course of study for all 7th graders. Students are provided exposure to several occupational areas with the emphasis on exploration. Each student is required to complete several units of study that include graphics, plastics, crafts (leather, lapidary, etc.), electricity-electronics, woodworking, and small engines.
3. Career and Personal Guidance—This aspect permeates the total curricula but receives special emphasis in a home-room situation. Lessons, activities, etc. are selected from the resources that are available.

The concept of career education is an important part of the school's educational philosophy. All subjects and classes relate to the world of work. This is accomplished through the resources that the staff has developed. These resources are:

1. *Community Resource File*—Identifies about 1200 people and sites that will provide students with experiences and knowledge about life roles and occupations.
2. *Student Needs Assessment Guide*—Provides teachers with teaching models for helping students assess themselves as individuals and to relate this assessment with current and expected roles in the adult world. The guide contains 190 teaching activities and recommended materials to be used.
3. *Interdisciplinary Guide*—Provides a breakdown of each subject into units with suggested job and occupational titles for related study. Each unit has several listed activities.
4. *Career Awareness Guide* (grades 1-6)—This teaching guide was developed to compliment the Exploration Program. It contains a rationale, objectives, and activities and concepts recommended for grade levels. With each activity there are suggested techniques and resources. The guide also includes evaluation instruments and a basic career awareness vocabulary list for this community.

During the 1976-77 school year the Middle School Staff completed an *Implementation Guide to Career Education* that is directed toward helping any school implement the concept of career education. The contents were derived from our district's experience in developing a program.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** "Implementation Guide to Career Education" available from the Vale School district

STATE: Oregon

NAME OF PROGRAM: Hood River Valley High Career Guidance Program for Competency Based Education

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Vocational Counseling, and Vocational Interests

CONTACT PERSON: Charles S. Bowe, Principal

Address: 1220 Indian Creek Road
Hood River, Oregon 97031

School: Hood River Valley High School

Telephone: (503) 386-4500

PROGRAM INFORMATION:

1. **Audience:** All students **Grade Level:** 10, 11, and 12

2. **Brief Description:**

The Hood River Valley High Career Guidance Program for Competency Based Education involves 800 students from grades 10 through 12. The majority of the students are of middle socioecorfomic status and 75% are noncollege-bound. Approximately 93% are white and the remaining 7% are composed of Asians, Blacks, and Native Americans.

In the program, the students pursue interests and aptitudes which lead to the development of in-depth competencies based upon their aptitudes, interests, and needs, thus certifying readiness for placement beyond high school (college, vocational/technical school, or job entry). Students progress at their best rate and employ their most effective learning style based upon the task in which they are engaged. In this manner, students develop learning skills and acquire knowledge basic to their satisfactory performance within society.

3. **People Directly Involved:**

STUDENTS: 800 TEACHERS: 41.4 AIDES: 8.7

COUNSELORS: 3 SPECIALISTS: _____ ADMINISTRATORS: 3

OTHER (Specify) _____

4. **Primary Events and Activities:** Total guidance program which compliments a totally implemented competency based education program which enables students to advance in learning as rapidly as they demonstrate performance that learning has occurred.

Diagnosis, aptitudes, interests and achievement, individual conferencing, individually guided education, close individual contact with student, career goals setting.

5. **Facilities:**

High school building

6. **Materials:**

Group process facilities booklet, computerized career information.

7. **Cost of Program:** Presently a part of the total secondary education program with the district. No additional cost.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** One half day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Charles Bowe, Principal; Lee Brittenham, Guidance Director

11. **Is a brochure or other printed material available?** No

STATE: Oregon

NAME OF PROGRAM: "Infusing Career Education into the Curriculum"

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Vocational Interests

CONTACT PERSON: George D. Lanning

Address: P.O. Box 138
Amity, Oregon 97101

School: Amity School District 4-J

Telephone: (503) 835-2181

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** 1-12

2. **Brief Description:**

It is felt that Career Education in the Amity School District should be implemented within the existing curriculum. The following materials have been developed and implemented by the staff within the school district:

a. Downtown Math and Language (Grades 1-6)
b. Career Exploration Math (Grade 8)
c. Career Exploration English (Grade 9)
d. Advisor-Advisee Program (Grades 9-12)
e. Interdisciplinary Approach to Building Construction (Grades 11-12)

3. **People Directly Involved:**

STUDENTS:_____ TEACHERS: _____ AIDES: _____

COUNSELORS:_____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify)_____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** $5.00 each or a set of 5 for $20.00

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Amity School District would be happy to provide inservice programs to implementing district staff on request, provided they are reimbursed for expenses incurred.

11. **Is a brochure or other printed material available?**

STATE: Pennsylvania

NAME OF PROGRAM: "Getting Started: A Guide to Writing Your Own Curriculum"

DESCRIPTORS: Career Education, Career Exploration, Career Planning, Inservice Teacher Education, Occupations, Occupational Choice, Occupational Guidance, and Vocational Interests

CONTACT PERSON: John E. Lutz, Assistant Executive Director for Evaluation, Planning and Curriculum

Address: P.O. Box 213
Lewisburg, Pennsylvania
17837

School: Central Susquehanna Intermediate Unit

Telephone: (717) 524-4431

PROGRAM INFORMATION:

1. **Audience:** Staff, students **Grade Level:** K-12

2. **Brief Description:**

"Getting Started: A Guide to Writing Your Own Curriculum" is a three volume set of mini-lesson plans for systematically infusing Pennsylvania's 67 career education objectives into the existing school curriculum. "Getting Started" is divided into Elementary (K-6), Junior High (7-9), and Senior High (10-12) volumes composed of Language, Arts, Math, Social Studies, Science, Related Arts and Fine Arts, Health and Physical Education, and Guidance sections. The total guide consists of approximately 1,300 activities K-12.

The inservice training sessions were available to all professional and nonprofessional personnel within the district. The length of the training program which encompasses human relations training, instructional media, and community resource development as well as the curriculum component, range in length from three hours to one week depending upon the needs of the individual district.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Inservice training for staff
Career education by infusion
Distribution of career education packets

5. **Facilities:**

6. **Materials:**

Packet Service—350 secondary briefs, 377 elementary briefs, student request cards, secondary and elementary career listings, cluster comics, cluster descriptions, annotated bibliographies, community resource directories, subject area guides, cluster posters.

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?**

STATE: Pennsylvania

CONTACT PERSON: Fred Geringer

NAME OF PROGRAM: School-Based Job Placement Program

Address: R. D. No. 5
Bloomsburg, Pennsylvania
17815

DESCRIPTORS: Careers, Career Education, Career Exploration, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Development, Vocational Education, and Vocational Interests.

School: Columbia-Montour Area Vocational-Technical School

Telephone: (717) 784-8040

PROGRAM INFORMATION:

1. **Audience:** 682 students **Grade Level:** Grades 10-12 Primary Interest 12th Grade

2. **Brief Description:**

The Columbia-Montour Area Vocational-Technical School has developed a two-part program to assist students bridge the gap between school and the world of work. The first part is conducted during the school term and is called the Cooperative Work Experience Program. The second is the Placement Program and occurs upon graduation. In the former, skilled seniors are placed on job stations that relate to the expressed career objective of each student. Students are released from a minimum of 15 to a maximum of 44 hours per week for on the job experience.

Available to graduating seniors and dropouts, the Placement Program attempts to place students on the basis of competency, career objectives, and job level skills for each position.

3. **People Directly Involved:**

STUDENTS: 682 TEACHERS: _____ AIDES: 1

COUNSELORS: 1 SPECIALISTS: 1 ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** On the job experience
Placement

5. **Facilities:**

Special designed area for office, career information, and placement activities

6. **Materials:**

Completed software furnishing resource center with equipment

7. **Cost of Program:** Initial Cost—$27,000
Yearly Cost now—Placement Salary, Budget Materials, Aide Salary

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** ½ day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Fred Geringer

11. **Is a brochure or other printed material available?** Final Report and Brochure

STATE: South Dakota

CONTACT PERSON: Merrill J. Sly

NAME OF PROGRAM: Career Planning Program

Address: 903 S. 7th Street
Milbank, South Dakota 57252

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Milbank High School

Telephone: (605) 432-5369 (school)
(605) 432-6708 (home)

PROGRAM INFORMATION:

1. **Audience:** all sophomores **Grade Level:**

2. **Brief Description:**

   The purpose of the Milbank High School Career Planning Program is to help the student with the difficult task of identifying and exploring available career options that are in line with his/her interests and abilities. The program, developed by ACT for 8-11 grades, is used over a period of six days. After the World of Work Profiles are received, an individual counseling session for each student is scheduled. Cooperation of the classroom teachers that work with sophomores, the building principal and the counselor is essential to the success of the program.

3. **People Directly Involved:**

   STUDENTS: 125 TEACHERS: 1 AIDES: _____

   COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: 1

   OTHER (Specify) _____

4. **Primary Events and Activities:**
   Steps in Career Planning and Decision Making
   Job Clusters and Job Families
   Self Awareness Exercises
   Finding Yourself in the World of Work
   Completion of inventories of experiences, plans, and interests
   Ability Testing-Reading, Language Skills, Clerical Skills, Numerical Skills, Mechanical Reasoning
   Career Exploration

5. **Facilities**

   Need an overhead projector
   Place to demonstrate VIEW materials and types of career materials
   Regular classroom for testing

6. **Materials:**

   Newspaper article and news article for radio stations about the program
   Career Planning Program Booklet I for all students
   Career Planning Program Booklet II—enough for the largest number of students in a class
   Answer sheets for the testing program

7. **Cost of Program:** The first year the cost will be about $2.25 per student. The second year the cost will be about $2.00 per student.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Perhaps two hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    The counselor who has been working with this program is leaving the system.

11. **Is a brochure or other printed material available?** No

STATE: South Dakota

NAME OF PROGRAM: Occupational Education

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Rural Education, Rural Schools, and Vocational Interests

CONTACT PERSON: Doug Nelson

Address: Box 236
Lake Preston, South Dakota
57249

School: Lake Preston School

Telephone: (605) 847-4604

PROGRAM INFORMATION:

1. **Audience:** Students **Grade Level:** K-12

2. **Brief Description:**

The Lake Preston Occupational Education program is designed for incorporation into the regular curriculum of all students K-12. The following is not to be considered restrictive, rather as a guide to or an indication of the topics or areas that could possibly be touched upon in occupational education and counseling for the school system. In K-12, teachers utilize the DUSO Kit (Developing Understanding of Self and Others) during the school year in order to develop positive self concept in the students and to introduce information relating to some occupations. In grades three and four, teachers use the DUSO II Kit and include some discussion of occupations during reading periods. For grades five and six, teachers are to spend time during reading periods, and other classes as deemed appropriate, relating to and exploring the world of work. Possible field trips to the following local businesses would be of benefit to the students: the local newspaper, locker-plant, lumber yard, auto shops, machine shop, bakery, etc. For grades seven and eight, the school counselor should give an interest survey to the students while encouraging them to begin considering likes and dislikes in scheduling high school courses. Teachers should endeavor to relate course work to the world of work. Field trips to larger towns for the purpose of visiting such businesses as following would be desirable: John Morrel plant, Argus Leader, Airport, Trailer House Factory, etc. For high school students, teachers are to relate course work topics and requirements to the world of work. Individual and group counseling sessions will be encouraged. VIEW materials (Vital Information on Education and Work) are to be used in classes as well as counseling sessions. Reference will be to the Chronicle Guidance File on Occupations. The ACT and GATB tests will be administered to those students desirous or in need of their findings.

3. **People Directly Involved:**

STUDENTS: 340 TEACHERS: 8 AIDES: _____

COUNSELORS: 1 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Career guidance by infusion
Field trips/observations
Counseling sessions

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:** Dist. $300—Approximately $400 worth of material was received through in-service grants and state VIEW program.

8. **Funding Source:** The School District, grants, and the South Dakota VIEW program.

9. **Time Required for a Visiting Team to Observe the Program:** 1 to 2 hours would give general idea

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Doug Nelson, Counselor

11. **Is a brochure or other printed material available?** Yes

STATE: Texas

NAME OF PROGRAM: Exploration of the Construction Trades

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Development, Vocational Interests

CONTACT PERSON: Gayle Todd

Address: 2200 Villa Maria
Bryan, Texas 77801

School: Bryan Independent School District

Telephone: (713) 779-5441

PROGRAM INFORMATION:

1. **Audience:** Any student interested in exploration of the Construction Clusters of occupations

   Grade Level: 9 and 10

2. **Brief Description:**

   Through instruction in occupational awareness, the student becomes cognizant of the construction trades as a block of occupations. Examination of approximately 16 occupations with an emphasis on carpentry, masonry, electric work, finishing, support services, and metal work provide the main thrust to this project. Current wages, job locations, prerequisites for employment, levels of accomplishment within the occupations are studied in the classroom. Resource people from the construction community—from all levels of employment within the construction community—are utilized as consultants.

   Hands-on activities with hand tools and power equipment are utilized for exploratory purposes, not for skill training, in a shop setting.

3. **People Directly Involved:**

   STUDENTS: 120 TEACHERS: 2 AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:** Display of hands-on project accomplishment for faculty, student body, and interested construction people from the community.

5. **Facilities:**

   Access to usual construction equipment in a shop setting. Classroom and library facility.

6. **Materials:**

   A limited amount of building material from each of the emphasis areas. Most of these materials may be recycled.

7. **Cost of Program:** Approximately $4,000 in equipment and $1,000 per year in materials.

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Two hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Yes, William Spencer, instructor or Gayle Todd, Vocational Administrator

11. **Is a brochure or other printed material available?**

STATE: Texas

CONTACT PERSON: Jo Jones

NAME OF PROGRAM: Fannin County Cooperative Program

Address: Bonham High School
P.O. Box 490
Bonham, TX 75418

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School: Bonham High School

Telephone: (214) 583-8914

PROGRAM INFORMATION:

1. **Audience:** Fannin County Communities **Grade Level:** 10th and 11th grades

2. **Brief Description:**

The Fannin County Cooperative Program has been developed for the purpose of opening avenues of career investigation to junior and senior students in Fannin County, Texas. These investigative procedures are designed to assist students in developing a broader understanding of career opportunities available to them upon graduation.

The four major objectives of the program are: (1) to provide needed career guidance and counseling services through a cooperative approach involving teachers, students, and the parents; (2) to prepare students for entering either postsecondary education or useful and rewarding employment; (3) to help students identify interests, assess potential, and make informed decisions regarding their immediate and long range goals; and (4) to help students explore the educational and career opportunities in Fannin County and neighboring areas.

3. **People Directly Involved:**

STUDENTS: 600 TEACHERS: 25 AIDES: 1

COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**
Tours to industry and campuses
Group and individual counseling
Resource persons

5. **Facilities:**
Office located in the largest high school in the county.

6. **Materials:**
Guidance Information System by TimeShare
Planning Career Goals—McGraw-Hill
Basic Learner Outcomes—Texas Education Agency
Career Education Measurement Series—Texas Education Agency
California Occupational Preference by Edits
FIRO-B Kuder

7. **Cost of Program:** $40,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 2-3 days

10. **Could someone in your district make a good presentation describing this program? If so, who?**
Jo Jones, Career Guidance Counselor

11. **Is a brochure or other printed material available?**

STATE: Texas

NAME OF PROGRAM: Partners in Career Education Learning System

DESCRIPTORS: Career, Career Education, Career Exploration, Career Planning, Occupations, Inservice Teacher Education, Teacher Training, Vocational Development, Vocational Interests

CONTACT PERSON: Karen S. Abernathy

Address: 1204 Rio Grande
Denton, Texas 76201

School: I(t) Work(s), Inc.

Telephone: (817) 387-0012

PROGRAM INFORMATION:

1. **Audience:** Students, Teachers **Grade Level:** K-12 students and teachers

2. **Brief Description:**

   The Partners in Career Education research project was a five-year project sponsored jointly by Dallas and Fort Worth Independent School Districts and Education Service Centers Regions X and XI, responsive to 165 independent school districts in the North Central Texas area. Funded through the Texas Education Agency, the five-year objective of the project was to develop a replicable and comprehensive career education learning system for K-12 participants.

3. **People Directly Involved:**

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

   Regular school facilities

6. **Materials:**

   Learning system developed by "Partners in Career Education"

7. **Cost of Program:** Set of materials "I(t) Work(s), Inc."—$87.50

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Karen W. Abernathy, Vice-President/consultant

11. **Is a brochure or other printed material available?**

STATE: Vermont

NAME OF PROGRAM: Student Development Plan

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

CONTACT PERSON: Dr. Herbert Tilley

Address: State Office Building—State Street
Montpelier, Vermont 05602

School: Department of Education

Telephone: (802) 828-3134

PROGRAM INFORMATION:

1. **Audience:** Secondary Students—Adults

2. **Brief Description:**

   The Student Development Plan provides a means for students to assume an active role in the counseling process. Students receive opportunities provided through such procedures as teacher-advisor relationships, group counseling, parent-counselor-student relationships or any of these combinations. Students also have learning and developmental opportunities provided for self-awareness, value clarification, data and information, decision making, designing a course of action, report outcomes, and bridge areas for placement as a next step.

   The program also provides a means of determining areas for curriculum revision, student needs, and in-service training programs. In addition, the plan provides a means of feedback in the effort to achieve revision and improvement in the school environment.

3. **People Directly Involved:** (Not operational at present)

   STUDENTS: _____ TEACHERS: _____ AIDES: _____

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

   OTHER (Specify) _____

4. **Primary Events and Activities:**
   Small groups
   Overview of process
   Sequenced events
   Awareness, values, decision making goals, plan of action
   Document
   Dissemination of goals to teachers

5. **Facilities:**

6. **Materials:**
   Planning Booklet

7. **Cost of Program:** $3.87 per student—15 students per teacher

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 4 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**
    Walter Faulkner, Herbert Tilley

11. **Is a brochure or other printed material available?** Yes

STATE: Vermont

CONTACT PERSON: Barry M. Grove

NAME OF PROGRAM: Thaler System

Address: Lunenburg Primary School
Gilman, Vermont 05904

DESCRIPTORS: Career Education, Career Exploration, Career Planning, Manpower Utilization, Occupational Choice, Vocational Counseling, Vocational Development, and Vocational Interests

School: Lunenburg Primary School

Telephone: (802) 892-5969

PROGRAM INFORMATION:

1. **Audience:** Elementary students

2. **Brief Description:**

"Thaler," the origin of the word "dollar," is the name of a program that results in dramatic change in both school processes and end products. In the program, students in grades 5-8 become seriously involved in what is literally a "micro-society" reflecting the economic system, governmental operations, and societal relations rarely experienced by students. In return for their time and labor, student workers are paid in Thalers that are redeemed for goods and services funded from the dollar operating capital which forms the base for the overall program. "Thaler" is a genuine functioning economy from which students derive comprehensive enriched learning experiences.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:**

5. **Facilities:**

6. **Materials:**

7. **Cost of Program:**

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:**

10. **Could someone in your district make a good presentation describing this program? If so, who?**

11. **Is a brochure or other printed material available?** Yes

STATE: Virginia

CONTACT PERSON: Mrs. Jean C. Madren
Director of Guidance

NAME OF PROGRAM: Senior Symposium
"Preparation for Life"

Address: Penn Laird, Virginia 22846

School: Montevideo High School

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Vocational Interests

Telephone: (703) 289-2231

PROGRAM INFORMATION:

1. **Audience:** Senior Class **Grade Level:** 12th

2. **Brief Description:**

The Montevideo High Schools Senior Symposium is a ½ day program whose purpose is to provide seniors with basic information in the areas of everyday etiquette, essential components of establishing a home, establishing oneself financially, college preparation, selection of a career, job seeking skills, and in general provide for better adjustment for entrance into the world of work and society. The symposium is directed by a committee composed of two students, four teachers and two counselors. The committee selects areas and topics for discussion, contacts the speakers and schedules the symposium. Sample topics from the area of Etiquette have been: "The Right Way" (everyday manners, introductions, table manners), "Weddings and Other Social Occasions" and "Grooming." From the area of Establishing Oneself Financially, topics have been "Housing," "Personal and Family Budgets," and "It's On Sale" (consumer tips). "Steps in Selecting a Career," "College—Your First Year," "Tips in Seeking Employment," and "Establishing a Home" have been topics from the area of You and Your Future.

Speakers are selected on the basis of their background and demonstrated ability to present topics and relate to students. Selected speakers have been personnel managers, a college admissions director, minister and wife team, business men and women, a real estate broker, the high school principal and several teachers from the school staff.

3. **People Directly Involved:**

STUDENTS: Senior Class TEACHERS: 2 AIDES: _____

COUNSELORS: 2 SPECIALISTS: 9 ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:**
   a. Speakers and panelists were initially contacted by telephone and confirmed by a follow-up invitation.
   b. Each senior was given the opportunity to select three presentations they wished to attend.
   c. Students prepared questions they wished to have answered and these were sent to the speakers in advance.
   d. Students were given tickets to turn in at the door each period for attendance check.
   e. Students were selected to introduce the speakers each period.
   f. Cassette tapes and video tapes were made for future use of some topics.

5. **Facilities:**
   Library and classrooms

6. **Materials:**
   Speakers were provided with visual equipment as requested.

7. **Cost of Program:** No cost

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Half day

10. **Could someone in your district make a good presentation describing this program? If so, who?**
    One presentation was given by the librarian, a panel of seniors and the guidance director.

11. **Is a brochure or other printed material available?**

STATE: Washington

NAME OF PROGRAM: Career Development Center

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Community College, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, and Vocational Counseling

CONTACT PERSON: Joseph Roy

Address: 1300 5th Street
Wenatchee, Washington 98801

School: Wenatchee Valley College

Telephone: (509) 662-1651

PROGRAM INFORMATION:

1. **Audience:** Community, students **Grade Level:** Mainly postsecondary

2. **Brief Description:**

The Wenatchee Valley College Career Development Center is staffed by professional and paraprofessional counselors with a wide variety of experience and skill backgrounds. As a community resource service, the staff and resources of the center are available to schools, agencies, employers, and groups to assist in individual growth of people-helping skills. Services available are Career Development courses, Career Counseling, Career Development Workshops, Washington Occupational Information Services, and resource materials library.

3. **People Directly Involved:** Current staff is multi-functional in the areas of administration, counseling, teaching, and consulting.

STUDENTS: _____ TEACHERS: _____ AIDES: 1

COUNSELORS: 1 SPECIALISTS: 1 ADMINISTRATORS: _____

OTHER (Specify) _____

4. **Primary Events and Activities:** Counseling, information, testing, workshops, consulting to agencies and schools and businesses, developing peer group counseling model, provide human resource center for community use with special emphasis on the displaced homemaker and the midlife career changer, consulting with Native Americans re. development of their career programs, etc.

5. **Facilities:**

CDC currently integrated with the existing Counseling Center preparing to move into new facility located in Student Center.

6. **Materials:**

Testing instruments, specialized handouts, computerized career exploration, library, individual workbooks, woman's information, handicapped information re. career development, specialty files for faculty use re. teaching, numerous, non-traditional resources, etc.

7. **Cost of Program:** Approximately $50,000 year

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** ½ day

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Joseph Roy

11. **Is a brochure or other printed material available?** Yes

STATE: Washington

CONTACT PERSON: Mrs. Bernie Griffith, Coordinator

NAME OF PROGRAM: Career Education in the Cashmere School District

Address: Cashmere School District No. 222
Career Education Office
210 S. Division Street
Cashmere, Washington 98815

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, Vocational Interests

School:

Telephone: (509) 782-1950

PROGRAM INFORMATION:

1. **Audience:** All students K-12 **Grade Level:** K-12

2. **Brief Description:**

The Career Education Program in the Cashmere School District has evolved over the past six years. It began in 1972 with three 4th grade teachers and 90 students. During the 1973-74 year it expanded to include every teacher and administrator with 1,140 students benefiting from this thrust. The 1975-76 year saw the first phase of a proposed three-year project dedicated to the development and implementation of a curriculum oriented to career education with a strong guidance component. The Curriculum is comprehensive K-12, goal-based and transportable. It provides for all students developmental career education experiences relevant to work—to life. During the first year, one-third of the staff were given released time to reorganize the curriculum in the areas of social science and language arts. The following year teachers in the areas of math, science and vocational education completed the same task and during the 1977-78 year all staff members in art, music, foreign language, health and PE were engaged in this curriculum reorganization. Included in the career education program is a strong career guidance component. An Advisor/Advisee program is one vehicle now being used to deliver career guidance competencies to students in grades six through twelve. School board policy and commitment, community support and strong administrative leadership have been the basis for the success of career education in the district. This commitment, support and leadership along with evaluation and accountability measures ensure the continuation and longevity of the program.

Three activity guides and comprehensive guides which include discipline and career education program goals, course goals, student learning objectives, monitoring methods, resources and activities are available.

3. **People Directly Involved:**

STUDENTS: All 1,150 TEACHERS: All 58 AIDES: 5

COUNSELORS: 2 SPECIALISTS: _____ ADMINISTRATORS: 7

OTHER (Specify) _____

4. **Primary Events and Activities:**
   1. A total career education program that is infused at all levels and for every discipline with community involvement at all levels.
   2. Advisor/Advisee guidance program that meets for 20 minutes every day.

5. **Facilities:**

Regular classrooms

6. **Materials:**

Activity Guides—K-5, 6-8, 9-12 comprehensive curriculum guides

7. **Cost of Program:** Released time for in-service of staff

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 1-2 days

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Mrs. Bernadette Griffith

11. **Is a brochure or other printed material available?** Yes

STATE: Washington

NAME OF PROGRAM: Community Experiences for Career Education–$(CE)_2$

DESCRIPTORS: Careers, Career Education, Career Exploration, Career Planning, Job Search Methods, Occupations, Occupational Choice, and Vocational Interests

CONTACT PERSON: Bob Valiant, Assistant Superintendent–Instruction

Address: Kennewick School District
200 S. Dayton
Kennewick, WA 99336

School: Kamiaken High School and Kennewick High School

Telephone: (509) 586-6124

PROGRAM INFORMATION:

1. **Audience:** High school students **Grade Level:** 11 and 12

2. **Brief Description:**

   The basic premise of the $(CE)_2$ program is that the students' educational experience should be related to community activities–activities which punctuate, validate, and serve as a point of departure for academic accomplishments. Through the assistance and cooperation of the community, this is possible in the $(CE)_2$ program.

   Learning in $(CE)_2$ is individualized, competency-based and structured. The curriculum core consists of ten individualized Learning Projects which generally occur at community sites and are focused on the life skills of Science, Creativity, Citizenship, Critical Thinking and Personal-Social Growth. Reading, writing, math, research, analysis and evaluation are built into the student's Learning Project. The Project is developed in a dialogue between the student, the employer and the Learning Manager and becomes a constant reminder of the relationship between schooling and working, between education and career, between theory and practice.

   Students also carry out five career explorations in $(CE)_2$ and, in a third curriculum element, work on a set of thirteen Competencies which are considered survival skills of today's lifestyle. The Competencies include planning a budget, organizing leisure time, knowing one's legal rights, etc., and are certified by experts from the community who examine the students individually.

3. **People Directly Involved:**

   STUDENTS: 50 TEACHERS: _____ AIDES: 1

   COUNSELORS: _____ SPECIALISTS: _____ ADMINISTRATORS: 1 (part-time)

   OTHER (Specify) Learning Managers–3

4. **Primary Events and Activities:**
   1. Negotiation of Learning Project between Learning Manager and student.
   2. Student works with employer at community site.
   3. Students does individual study or research.
   4. Student and Learning Manager evaluate completed project.

5. **Facilities:**

   No special facilities needed, but two classroom sized spaces are used with offices partitioned off for each Learning Manager.

6. **Materials:**

   Printed materials used by students

7. **Cost of Program:** $60,000

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** Two days minimum. Anything less would be only a partial view.

10. **Could someone in your district make a good presentation describing this program? If so, who?**

    Roger Gregorich, Carolyn Halliday

11. **Is a brochure or other printed material available?** Yes

STATE: Washington

NAME OF PROGRAM: Career Center

DESCRIPTORS: Careers, Career Exploration, Career Planning, Community College, Guidance Counseling, Occupations, Occupational Choice, Occupational Guidance, Vocational Counseling, and Vocational Interests

CONTACT PERSON: Don Hughes

Address: c/o Centralia College
Box 639
Centralia, Washington 98531

School: Centralia Community College

Telephone: (206) 736-9391

PROGRAM INFORMATION:

1. **Audience:** Individual seeking career information **Grade Level:** 9 through adult

2. **Brief Description:**

The career center of Centralia College has gathered career data for the Northwest from an extensive variety of sources. The information has been organized into sections designed to meet the varied interests and questions of individuals wanting career information. These clusters are (1) career files, (2) a computerized career information system, (3) college transfer data, (4) occupational briefs, (5) military information, (6) brochures and handouts, (7) audiovisual, (8) reference books, and (9) Pacific Northwest job information. Students from grades K-9 from local schools and of the college are encouraged to take advantaged of the career information available through the center and to utilize the service of the center's four counselors on a drop-in or appointment basis.

3. **People Directly Involved:**

STUDENTS: _____ TEACHERS: _____ AIDES: _____

COUNSELORS: 4 SPECIALISTS: _____ ADMINISTRATORS: 1

OTHER (Specify) _____

4. **Primary Events and Activities:** On-going. The career center is located in an open area accessible to all students—films are shown and classes conducted.

5. **Facilities:**

It is located in heavy traffic area.

6. **Materials:**

Computer assisted Career Information System audio-tapes.

7. **Cost of Program:** $6000-$8000 starting—up
$3500 per year material

8. **Funding Source:**

9. **Time Required for a Visiting Team to Observe the Program:** 2-4 hours

10. **Could someone in your district make a good presentation describing this program? If so, who?**

Don Hughes or Ame Hardin

11. **Is a brochure or other printed material available?** Yes

APPENDICES

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APPENDIX A

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EXEMPLARY PROGRAMS

1. A Curriculum Guide for Life Design Development Through Career Education (Illinois)
2. Adult Volunteer Program for Post High School Planning (Hawaii)
3. Advisor-Advisee Program (Oregon)
4. Algona Self-Development Program (Iowa)
5. Articulation Career Education Project (New Jersey)
6. Business and Office Occupations-Model Office (Minnesota)
7. Career Center (Washington)
8. Career Curriculum by Infusion (Massachusetts)
9. Career Development (Arizona)
10. Career Development Center (Washington)
11. Career Development Model K-12 (Maryland)
12. Career Development Modile Unit (Colorado)
13. Career Education (Coveville, MD)
14. Career Education (Eloy, AZ)
15. Career Education (Page, AZ)
16. Career Education (Opelousas, LA)
17. Career Education (Hoodriver, OR)
18. Career Education in Lama County Schools (Mississippi)
19. Career Education in the Cashmere School District (Washington)
20. Career Education—Planning, Learning, Understanding, Succeeding (North Dakota)
21. Career Education Plus (North Dakota)

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22. Career Education Through Multi-Experience Centers (Illinois)
23. Career Exploration (Ada, OK)
24. Career Exploration (Continental, OH)
25. Career Exploration Program (Vale, OR)
26. Career Planning Program (South Dakota)
27. Career Prep Program (Oklahoma)
28. Careers in Motion (Idaho)
29. Community Based Career Exploration (Bremen, GA)
30. Community Experiences for Career Education–$(CE)_2$ (Washington)
31. Comprehensive Career Education Demonstration/Training Center Crisp County School System (Georgia)
32. Comprehensive Career Guidance Program (Georgia)
33. Computer Assisted Placement Program (Maryland)
34. Counselor's Expanding Career Options (Nebraska)
35. Educational Learning Kit of Occupations (Nevada)
36. Employer School Program (Iowa)
37. Experienced-Based Career Education (Luling, LA)
38. Experienced-Based Career Education (Sedalia, MO)
39. Exploration of the Construction Trades (Texas)
40. Fannin County Cooperative Program (Texas)
41. Georgia Comprehensive Career Guidance Program (Georgia)
42. Getting Started: A Guide to Writing Your Own Curriculum (Pennsylvania)
43. Guidance Information System (GIS)
44. Guidance Mini-Project Grants (Iowa)
45. Highland High School Comprehensive Career Education Program (Illinois)
46. Hood River Valley High Career Guidance Program for Competency Based Education (Oregon)

47. I Believe in Kids (Florida)
48. Individualistic Approach Guidance Program (Iowa)
49. Infusing Career Education Into the Curriculum (Oregon)
50. Job Exploration and Exploration Project (Hawaii)
51. McHenry High School Employment Placement Service (Illinois)
52. Model Project of Occupational Education for Handicapped and Disadvantaged Students (Illinois)
53. Occupational and Career Development Program (Illinois)
54. Occupational Education (South Dakota)
55. Occupational Preparation of Secondary Exceptional Students (Idaho)
56. Partners in Career Education Learning System (Texas)
57. Perryville High School Career Guidance Program (Missouri)
58. Placement Office (Illinois)
59. Project Cycle (New Jersey)
60. Project Discovery (Iowa)
61. Project Excel—Experience Based Career Education Program (New Mexico)
62. Red Wing Career Resource Center (Minnesota)
63. School Based Job Placement Program (Pennsylvania)
64. Senior Symposium "Preparation for Life" (Virginia)
65. Student Development Plan (Vermont)
66. Student Placement and Counseling Effort (Minnesota)
67. Thaler System (Vermont)
68. The "Changer" Model for Career Education (Idaho)
69. Twilight School (Maryland)
70. Wayne County Career Guidance Project (Georgia)
71. Work-Ed, World of Related Knowledge and Educational Development (New Jersey)

APPENDIX B

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PROGRAMS WITH SPECIAL EMPHASIS

ADULT EDUCATION

Maryland, "Twilight School"

ADULT EDUCATION PROGRAMS

Maryland, "Twilight School"

COLLEGE

Nebraska, "GIS"

COMMUNITY COLLEGE

Colorado, "Career Development Mobile Unit"
Missouri, "Experience Based Career Education"
Nebraska, "GIS"
Washington, "Career Center"

COMMUNITY INVOLVEMENT

New Jersey, "Project Cycle"

COMPUTER ORIENTED

Maryland, "CAPP"

COMPUTER PROGRAMS

Maryland, "CAPP"

COMPUTERS

Maryland, "Computer Assisted Placement Program"

DEAF EDUCATION

Iowa, "Project Discovery"

EXCEPTIONAL CHILD EDUCATION

Idaho, "Occupational Preparation of Secondary Exceptional Students"
Illinois, "Career Education Through Multi-Experience Centers"
"Model Project of Occupational Education for Handicapped and Disadvantaged Students"

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EXCEPTIONAL CHILD EDUCATION (Continued)

Iowa, "Project Discovery"
Oklahoma, "Career Prep Program"

IDENTIFICATION

Illinois, "Model Project of Occupational Education for Handicapped and Disadvantaged Students"

INDIVIDUAL INSTRUCTION

New Jersey, "Project Cycle"

INFORMATION SERVICES

Nebraska, "GIS"

INSERVICE TEACHER EDUCATION

Georgia, "Comprehensive Career Education Demonstration/Training Center"
Georgia, "Wayne County Career Guidance Project"
Georgia, "Comprehensive Career Guidance Program"
Idaho, "The 'Change' Model for Career Education"
Illinois, "Model Project of Occupational Education for Handicapped and Disadvantaged Students"
Massachusetts, "Career Curriculum by Infusion"
New Jersey, "Project Cycle"
Pennsylvania, "Getting Started: A Guide to Writing Your Own Curriculum"
Texas, "Partners in Career Education Learning System"

INSTRUCTIONAL PROGRAM

New Jersey, "Project Cycle"

JOB PLACEMENT

Maryland, "Job Placement"

JOB SEARCH METHODS

Georgia, "Community Based Career Education"
Massachusetts, "Career Curriculum by Infusion"
Minnesota, "SPACE"
Missouri, "Experience Based Career Education"
Washington, "CE_2"

MANPOWER UTILIZATION

Hawaii, "JEEP"
Nevada, "ELKO"
New Mexico, "Project Excel"

NEEDS ASSESSMENT

New Jersey, "Project Cycle"

RURAL EDUCATION

Florida, "I Believe in Kids"
Nebraska, "Counselor's Expanding Career Options"
South Dakota, "Occupational Education"

RURAL SCHOOLS

Colorado, "Career Development Mobile Unit"
Georgia, "Community Based Career Education"
South Dakota, "Occupational Education"

SCHOOL DROPOUTS

Maryland, "Twilight School"

SCHOOL COMMUNITY COOPERATION

New Jersey, "Project Cycle"

STUDENT FINANCIAL AID

Nebraska, "GIS"

STUDENT PLACEMENT

Maryland, "Computer Assisted Placement Program"

TEACHER PREPARATION

Idaho, "The 'Changer' Model for Career Education"

TEACHER TRAINING

Idaho, "The 'Changer' Model for Career Education"
Texas, "Partners in Career Education Learning System"

TECHNICAL INSTITUTES

Nebraska, "GIS"

VOCATIONAL EDUCATION

Maryland, "CAPP"
Maryland, "Twilight School"
Oklahoma, "Career Prep Program"
Pennsylvania, "School-Based Job Placement Program"

VOCATIONAL SCHOOLS

Nebraska, "GIS"
New Jersey, "Articulation Career Education Project"

VOCATIONAL TRAINING CENTERS

Maryland, "Computer Assisted Placement Program"

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NATIONAL ADVISORY COMMITTEE

This rural school guidance project represents an effort to build upon the unique strengths of the rural settings and to overcome the information, training and consultant problems faced by educators, parents, counselors, employers, community agencies and students in rural schools and communities. The National Advisory Committee was designed to provide assessment, reaction and advice to the relevance and feasibility of the communication network processes, products and services generated as a result of this project. Individuals serving on this committee were selected for their national recognition for work within their professions. Primary emphasis on the committee is given to education, business, labor, and counseling and guidance.

Dr. Martin Essex, Former Ohio State Superintendent of Education, Currently Executive Director of the Ohio State Advisory Council for Vocational Education, Columbus, Ohio

Mr. Bruce Kingery, Labor Representative, International Union, UAW, Detroit, Michigan

Dr. George Leonard, Counselor Educator, Wayne State University, Detroit, Michigan

Mr. Melvin McCutchan, Business Representative, Sandia Laboratories, Albuquerque, New Mexico

Dr. Marla Peterson, Director, ERIC/Career Education, The National Center for Research in Vocational Education, Columbus, Ohio

Dr. Barbara Thompson, Wisconsin Superintendent of Public Instruction, Madison, Wisconsin

Mr. Gaylord Unbehaun, Superintendent of Schools, Brillion, Wisconsin

Dr. Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan